

**EMOSIONELE INTELLIGENSIE EN DIE IMPAK
DAARVAN OP BEROEPSBESLUITNEMING:
'N LITERATUURSTUDIE**

AMANDA WOOD



Werkstuk ingelewer ter gedeeltelike voldoening aan die vereistes vir die
graad van Magister in Lettere en Wysbegeerte (Voorligting Sielkunde)
aan die Universiteit van Stellenbosch

Studieleier: Prof. J.C. Meyer

April 2005

VERKLARING

Ek, die ondergetekende, verklaar hiermee dat die werk in hierdie werkstuk vervat, my eie oorspronklike werk is wat nog nie vantevore in die geheel of gedeeltelik by enige ander universiteit ter verkryging van 'n graad, voorgelê is nie.

OPSOMMING

Hierdie literatuurstudie bevat 'n omvattende oorsig oor Emosionele Intelligensie, met 'n indiepte bespreking van die belangrike rol van emosies in Beroepsbesluitneming. Die noodsaaklikheid van so 'n studie is geïdentifiseer vanuit individue se onvermoë om suksesvolle, bevredigende en volhoubare beroepsbesluite te neem. Aangesien die konsep van Emosionele Intelligensie nog betreklik nuut is in die Suid-Afrikaanse konteks, dien hierdie literatuurstudie as verkenning van die onbekende veld van emosionele funksionering in beroepsbesluitneming, voordat verdere empiriese navorsing onderneem word.

Die eerste deel van die literatuurstudie het ten doel om die konsepte van emosies, intelligensie en Emosionele Intelligensie te definieer en te verduidelik. Die fokus verskuif in die tweede gedeelte van die literatuurstudie na die belangrike rol van Emosionele Intelligensie in Beroepsbesluitneming. Aangesien 'n teoretiese grondslag vir die rol van emosies in Beroepsbesluitneming tot hede afwesig was, word Emosionele Intelligensie voorgestel as teorie om hierdie leemte te vul. Na aanleiding daarvan word 'n volledige toetsbattery voorgestel wat gebruik kan word in 'n Emosioneel-intelligente Beroepsbesluitnemingsproses.

Die gevolgtrekking van hierdie literatuurstudie is dat daar met nuwe oë na die proses van Beroepsbesluitneming gekyk kan word. Tans heers 'n periode van toenemende beroepsontstabiliteit en -verandering, waar emosies optimaal aangewend kan word in die proses van Beroepsbesluitneming. Emosionele Intelligensie sal uiteindelik as 'n kritiese vaardigheid aangewend kan word om aan te pas by 'n vinnig-veranderende beroepslandskap.

ABSTRACT

This literature study presents a comprehensive overview of Emotional Intelligence, with an in depth discussion of the important role of emotions in Career Decision-making. The essentiality of such a study is identified from individuals' incapacity to make successful, gratifying and sustainable career decisions. Considering the novelty of the concept of Emotional Intelligence in the South African context, this literature study serves as an exploration of this unknown field of emotional functioning in career decision-making, before any further empirical research is undertaken.

The first part of the literature study intends to define and explain the concepts of emotions, intelligence and Emotional Intelligence. In the second part of the literature study the focus shifts to the important role of Emotional Intelligence in Career Decision-making. In view of the absence of a theoretical basis for the role of emotions in Career Decision-making, Emotional Intelligence is recommended as a theory to fill this gap. Accordingly, a complete test battery is presented which could be utilised in an Emotional-intelligent Career Decision-making Process.

This literature study concludes that the process of Career Decision-making could well present a new focus area. In a period of increasing career- instability and –change, which we are currently experiencing, emotions could be used optimally in the Career Decision-making process. Eventually Emotional Intelligence will become a critical skill in adapting to a rapidly changing career landscape.

INHOUDSOPGAWE

INLEIDING	1
DEEL 1 – ‘N OORSIG OOR EMOSIONELE INTELLIGENSIE	2
1. EMOSIES	2
2. INTELLIGENSIE	3
3. EMOSIONELE INTELLIGENSIE (EI)	4
3.1 Die geskiedenis en ontstaan van Emosionele Intelligensie	4
3.2 Intelligensie kwosient vs Emosionele Intelligensie (IQ vs EQ)	7
3.3 Teorieë oor Emosionele Intelligensie:	9
3.3.1 Mayer en Salovey	9
3.3.2 Goleman	12
3.3.3 Bar-On	14
3.3.4 Slotopmerking	15
3.4 Kritiek op Teorieë oor Emosionele Intelligensie:	15
3.4.1 Mayer en Salovey se kritiek op Goleman	16
3.4.2 John Mayer se standpunt	17
3.4.3 Ander akademici se kritiek op Emosionele Intelligensie-modelle	18
3.5 Meetinstrumente van Emosionele Intelligensie:	19
3.5.1 Bar-On Emotional Quotient Inventory (EQ-i)	19
3.5.2 Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	21
3.5.3 Emotional Competence Inventory 360	23
3.5.4 EQ Map vraelys	23
3.5.5 33-item Selfrapporteringsvraelys	24
3.6 Bevordering en uitbreiding van Emosionele Intelligensie	24
DEEL 2 – DIE IMPAK VAN EMOSIONELE INTELLIGENSIE OP BEROEPSBESLUITNEMING	28
1. INLEIDING TOT EMOSIONELE INTELLIGENSIE EN DIE BEROEPSBESLUITNEMINGSPROSES	28

2. BEROEPSONTWIKKELING AS DEEL VAN DIE BEROEPS-BESLUITNEMINGSPROSES	29
3. EMOSIONELE INTELLIGENSIE EN BEROEPS-BESLUITNEMING	30
3.1 Teoretici se menings oor Emosionele Intelligensie en Beroepsbesluitneming.	31
3.2 Bandura se selfwerksaamheidsteorie	31
3.3 Navorsing wat verband hou met Emosies en Beroepsbesluitneming	31
3.4 Die potensiele negatiewe invloed van emosies op Beroepsbesluitneming	33
3.5 Emosies en risiko-optrede tydens Beroepsbesluitneming	33
3.6 Die motiveringseienskappe van emosies	34
3.7 Samevatting	34
4. 'N VOORGESTELDE TOETSBATTERY VIR EMOSIONEEL-INTELLIGENTE BEROEPSBESLUITNEMING	35
4.1 Motivering vir die gebruik van 'n Emosionele Intelligensie Vraelys (bv. MSCEIT) in beroepsbesluitneming.	35
4.1.1 Die rol van die Beroepsvoorligter	35
4.2 Motivering vir die gebruik van 'n Beroepsbelangstellingsvraelys (bv. <i>Career Direct</i> ®) in beroepsbesluitneming.	36
4.3 Motivering vir die gebruik van 'n Persoonlikheidsvraelys (bv. MBTI) in beroepsbesluitneming.	40
4.4 'n Kwalitatiewe vraelys in beroepsbesluitneming.	41
SAMEVATTING	43
VERWYSINGSLYS	44
BYLAE	51
Bylaag A	51
Bylaag B	52
Bylaag C	53

LYS VAN FIGURE

- Figuur 1: Salovey en Mayer (1990) se konseptualisering van Emosionele Intelligensie.
- Figuur 2: Verbeterde konseptualisering van Emosionele Intelligensie (Mayer & Salovey, 1997).
- Figuur 3: Goleman se Emosionele Bevoegdheidsraamwerk (1998a).
- Figuur 4: 'n Model van die Emosioneel-intelligente vaardighede (Mayer, Caruso & Salovey, 1999).
- Figuur 5: Skale en subskale van die ECI-360 Vraelys.

INLEIDING



Dit was tot redelik onlangs die oortuiging dat emosies buite rekening gelaat moet word met die neem van belangrike besluite, soos die gesegde lui: 'Dink met jou kop en nie met jou hart nie'. Die rede daarvoor is oënskynlik dat 'n goeie besluit nie geneem kan word indien dit 'n emosionele besluit is nie! Navorsing oor Emosionele Intelligensie dui egter op die noodsaaklikheid van sowel kennis en emosie wat in ag geneem moet word in *enige* besluitnemingsproses. Emosioneel-intelligente besluite behels egter meer as slegs die teenwoordigheid van beide kennis en emosie – dit impliseer ook 'n interaksie tussen hierdie twee faktore.

Gegewe die argumente vir die fundamentele rol van emosies in besluitneming (Brown, George-Curran & Smith, 2003; Cooper & Sawaf, 1997; Emmerling & Cherniss, 2003; Goleman, 1995; Salovey, Bedell, Detweiler, & Mayer, 2000) is 'n ondersoek na die rol van emosies verwant aan beroepsbesluitnemingsgedrag, geregverdig. In die vorm van 'n literatuurstudie word die volgende hipotese vervolgens ondersoek en bespreek: Emosionele Intelligensie-vermoëns fasiliteer die kwaliteit van die beroepsbesluitnemingsproses en lei tot besluite wat groter bevrediging verseker ten opsigte van beroepsverwante belangstellings, -waardes en -doelwitte. Die mate waartoe affektiewe vermoëns – soos weerspieël deur Emosionele Intelligensie – verband hou met beroepsontdekking en beroepsbesluitneming, sal deurgaans 'n fokus van hierdie studie wees.

Die literatuurstudie fokus eerstens op emosies en intelligensie as afsonderlike konsepte, met 'n volledige bespreking van Emosionele Intelligensie wat daarop volg. Emosionele Intelligensie word ondermeer bespreek in terme van geskiedenis en ontstaan, teorieë, meetinstrumente, ens., waarna die rol van Emosionele Intelligensie in Beroepsbesluitneming breedvoerig bespreek word. Laastens word 'n battery van toetse voorgestel, wat kan dien as gids tot emosioneel-intelligente beroepsbesluitneming. Hierdie toetsbattery sluit 'n beroepsbelangstellingsvraelys, persoonlikheidsvraelys en 'n Emosionele Intelligensie-vraelys in.

DEEL 1

‘N OORSIG OOR EMOSIONELE INTELLIGENSIE

1. EMOSIES

Emosies kan gedefinieer word as gevoelens met ‘n hoë intensiteit wat veroorsaak word deur spesifieke stimuli – hetsy intern of ekstern tot die individu. Volgens Salovey en Mayer (1990) is emosies “organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems” (bl.186). LeDoux (1996) se neurologiese navorsing sluit hierby aan, aangesien hy beweer dat mense oor ‘n aantal biologiese emosiesisteme beskik, wat die status van belangrike behoeftes en doelwitte monitor en ons voorberei om daarop te reageer. Goleman (1995) beskou emosie as ‘n gevoel met kenmerkende gedagtes, sowel as sielkundige- en biologiese toestande, wat oor ‘n reeks neigings beskik waarop gereageer word:

Our emotions ... guide us in facing predicaments and tasks too important to leave to intellect alone – danger, painful loss, persisting toward a goal despite frustrations, bonding with a mate, building a family. Each emotion offers a distinctive readiness to act; each points us in a direction that has worked well to handle the recurring challenges of human life. (bl.4).

Emosies vereis onmiddellike aandag en onderbreek kognitiewe prosesse en -gedrag. Nadat dit kognitief hanteer is, neem die intensiteit van emosies af en bly dit soms op ‘n minder intense wyse in die vorm van ‘n gemoedstoestand voortbestaan (George, 2000). Die persepsies en oordeel van mense met ‘n positiewe gemoedstoestand is gunstiger. Hulle is geneig om meer positiewe inligting te onthou, meer selfversekerd op te tree en meer geneig om ander te help. ‘n Positiewe gemoedstoestand is ook bevorderlik vir buigsamheid, kreatiwiteit en induktiewe redenering.

In teenstelling hiermee, gee ‘n negatiewe gemoedstoestand aanleiding tot deduktiewe beredenering, sistematiese en versigtige prosessering van inligting en meer kritiese en omvattende beoordelings (George, 2000). Derhalwe verrig beide positiewe en negatiewe emosies en gemoedstoestande noodsaaklike funksies in ons alledaagse lewens. Net so kan sowel negatiewe en positiewe emosies en gemoedstoestande die oorsaak wees van menslike disfunksies – dit is waarteen Emosionele Intelligensie waarsku!

Emosies dien as die enkele en belangrikste bron van menslike energie en dryfkrag, wat vervolgens aan ons ‘n magdom wysheid besorg:

Contrary to conventional thinking, emotions are rarely intrusions into our lives, but are intelligent, sensitive, beneficial, and even wise. They are the primary source of motivation, information (feedback), personal power, innovation, and influence. In most cases, emotions are not at odds with good judgement and reasoning, rather, they inspire and enliven good judgement and reasoning and are linked to success and profitability. And, as you will see, everything important that happens to us arouses emotion. Everything. (Cooper en Sawaf, 1997, bl.15)

Elke oomblik van elke dag voorsien emosies ons van belangrike en potensieel voordelige inligting. Volgens Cooper en Sawaf (1997) is dit hierdie terugvoer van die hart wat lei tot kreatiwiteit, eerlikheid met jouself, vorming van verhoudings en leiding ten opsigte van jou lewenspad en beroep. Dit is egter nie genoeg om net oor gevoelens en emosies te beskik nie. Emosionele Intelligensie vereis dat ons daaraan moet erkenning gee en dit waardeer – in onself en in ander – en dat ons op ‘n gepaste wyse daarop moet reageer. Hein (2002) beskou bewustheid van jou gevoelens en emosies as die sleutel tot kennis van jouself, wat op sy beurt die sleutel tot selfverbetering is. Voorts sê Hein (2002) dat negatiewe gevoelens en emosies die manifestasie is van onbevredigde emosionele behoeftes en dat elke negatiewe gevoel ook ‘n positiewe waarde kan hê.

Alle aksies word gemotiveer deur emosies en die keuse berus by elkeen om self te besluit hoe hy/sy op emosies wil reageer. Om in beheer van jou emosies te wees, is bemagtigend. ‘n Persoon wat meer bewus en in beheer is van sy eie emosies en gevoelens, sal ook meer bewus wees van ander se gevoelens. Klem word dus gelê op individue se bewustheid van hul eie vrese, sterkpunte en swakhede en die vermoë om emosies in hulself en ander te identifiseer, te verstaan en effektief daarop te reageer. ‘n Wêreld sonder emosie sal lei tot: “No communication, a mechanical outlook, driven by quest for zero defect, no sport, no love, no sex and no life.” (Denton, 2002).

2. INTELLIGENSIE

Die konsep – intelligensie – word moeilik omskryf of gedefinieer. Daarom kon navorsers tot hede nog geen enkele omvattende definisie vir intelligensie formuleer nie. Volgens Maloney en Ward (1976) moet in gedagte gehou word dat intelligensie ‘n hipotetiese konstruk is en nie ‘n konkrete of fisiese entiteit nie. Dit kan beskou word as ‘n idee, ‘n abstrakte konseptualisasie of ‘n klassifikasie wat gebruik word om ‘n klas van menslike gedrag te beskryf.

Verskillende teoretici beklemtoon verskillende aspekte van intelligensie. Intelligensie is byvoorbeeld deur Wechsler (1958) beskou as ‘n stel kennisies, asook die vermoë tot algemene aanpassing. Seker die bekendste definisie van intelligensie is deur Wechsler (1958) geformuleer:

“Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.”

Mayer en Salovey (1997a) verwys in hul studies na Robinson en Robinson wat in 1965 tot die gevolgtrekking gekom het dat daar drie temas is wat deurlopend na vore kom in die populêre gebruik van die term, intelligensie: die kapasiteit om te leer; die vermoë om aan te pas in nuwe situasies; en die totaliteit van kennis (verwys na geakkumuleerde kennis en ervaring). Robinson en Robinson (aangehaal in Mayer & Salovey, 1997a) het die volgende definisie van intelligensie geformuleer: “As a concept, intelligence refers to the whole class of cognitive behaviours which reflect an individual’s capacity to solve problems with insight, to adapt to new situations, think abstractly, and to profit from experience” (bl. 186).

In 1999 het Mayer, Caruso en Salovey kriteria aangetoon waaraan voldoen moet word sodat enige intelligensie beskou kan word as ‘n ware intelligensie (waaraan hulle model van Emosionele Intelligensie wel voldoen):

First, any intelligence must reflect actual mental performance rather than preferred behavior patterns, self-esteem, or other constructs more appropriately labeled traits. Second, the proposed intelligence should describe a set of related abilities that can be shown as conceptually distinct from established intelligences. And third, an intelligence should develop with age. (b. 157)

3. EMOSIONELE INTELLIGENSIE (EI)

3.1 Die geskiedenis en ontstaan van Emosionele Intelligensie:

Die wortels van Emosionele Intelligensie (EI) dateer uit die 1920’s, met die begin van intelligensietoetsing. E.L. Thorndike, ‘n professor in Opvoedkundige Sielkunde aan die Universiteit van Columbia se Onderwyskollege, was een van die eerstes om die konstruk van Emosionele Intelligensie te identifiseer. Hy het dit *Sosiale Intelligensie* genoem (Goleman, 2001). Thorndike het Sosiale Intelligensie ingesluit by ‘n breë spektrum van vermoëns waaroor die individu beskik en dit soos volg beskryf:

...the ability to understand and manage men and women, boys and girls – to act wisely in human relations... [It is an ability that] shows itself abundantly in the nursery, on the playground, in barracks and factories and salesrooms, but it eludes the formal standardized conditions of the testing laboratory. (Goleman, 2001. bl. 231)

Selfs vandag word die wese van Sosiale/Emosionele Intelligensie moeilik vasgevang. E.L. Thorndike se beskrywing van pogings om Sosiale Intelligensie te meet, is in 1937 deur Robert Thorndike en Saul Stern hersien, waaruit hulle drie verskillende gebiede geïdentifiseer het, wat volgens hulle aangrensend is aan Sosiale Intelligensie, selfs verwant daaraan kan wees en soms daarmee verwar word (Goleman, 2001). Die eerste area behels 'n individu se houding teenoor die samelewing en sy verskeie komponente – politiek, ekonomie en waardes. Die tweede gebied behels sosiale kennis – kennis ten opsigte van sport, eietydse kwessies en algemene inligting rakende die samelewing. Die derde area verwys na 'n individu se mate van sosiale aanpassing – veral met betrekking tot introversie en ekstroversie. In 'n poging om hierdie gebiede akkuraat te meet, het Thorndike en Stern die George Washington Sosiale Intelligensietoets (wat in 1926 ontwikkel is) hersien, waarna dit 'n bekende vraelys van daardie tyd geword het.

Ten spyte van al die pogings om Sosiale Intelligensie suksesvol te meet, het Thorndike en Stern uiteindelik tot dieselfde gevolgtrekking as E.L. Thorndike gekom: Die konstruk van Sosiale Intelligensie is té kompleks om te meet en akkurate metings sal slegs geneem kan word tydens sosiale interaksies met werklike situasies, wat tussen werklike persone plaasvind, en wat oor werklike gevoelens en emosies beskik.

Die daaropvolgende dekades is oorheers deur die behavioristiese paradigma aan die een kant en die IK-toetsbeweging (onder leiding van David Weschler) aan die ander kant. Beide het die Emosionele Intelligensie (EI)-konsep verwerp. Tog het Weschler (1958) tydens die ontwikkeling van sy bekende IK-toets erken dat affektiewe vermoëns deel vorm van die menslike repertoire van bevoegdhede en ook verwys na die oorhoofse vermoë van 'n individu om doelbewus op te tree, rasioneel te dink en sy/haar omgewing effektief te hanteer.

Howard Gardner, 'n sielkunde- en opvoedkundeprofessor aan die Harvard Universiteit, het eers in die tagtigerjare van die twintigste eeu gesorg vir die hergeboorte van die EI-toerie in die sielkunde. Gardner het voorspraak gemaak vir 'n model van veelvoudige intelligensies in sy boek, *Frames of the mind* (1983), waarin hy intelligensie in sewe areas opdeel: Linguïsties (taalvaardighede), Logies-wiskundig, Musikaal, Ruimtelik, Liggaamlik-kineties (bv. atlete), Interpersoonlik en Intrapersoonlik. Die laasgenoemde twee gebiede word beskou as Persoonlike Intelligensie wat kortliks die volgende insluit: om jou eie gevoelens te ervaar en te erken, dit te beheer, om jouself te motiveer (intrapersoonlik) en om sosiale verhoudings te vestig en te handhaaf (interpersoonlik).

Emosionele Intelligensie word gesien as 'n uitbreiding van die rol van emosie in hierdie laaste twee domeine. (Goleman, 2001; Song, 2003).

Reuven Bar-On, 'n Israeliese kliniese sielkundige sedert 1972 wat sy doktrale studies aan Rhodes Universiteit in Suid-Afrika voltooi het, was die volgende persoon om opspraak op EI-gebied te wek. Hy was die eerste deskundige om EI by wyse van algemene welstand te meet. In sy doktrale proefskrif – 'The development of an operational concept of psychological well-being' (1988) – het hy die term 'Emotional Quotient' (EQ) gebruik, lank voordat Mayer en Salovey hulle eerste model van Emosionele Intelligensie gepubliseer het. Bar-On definieer EI in terme van 'n reeks emosionele - en sosiale kennis en vermoëns wat die algemene vermoë beïnvloed om die omgewing se eise effektief te hanteer. Die vyf hoofdomeine in sy model is: Intrapersoonlike vaardighede, Interpersoonlike vaardighede, Aanpasbaarheid, Streshantering en Algemene gemoedstoestand. 'n Volledige bespreking van Bar-On se definisie van EI volg onder 3.3.

Uiteindelik in 1990, was dit Peter Salovey van Yale Universiteit en sy kollega, John Mayer, (tans by die Universiteit van New Hampshire) wat 'n opspraakwekkende artikel – "Emotional Intelligence" – gepubliseer het. Hulle was die eerste persone wat die term *Emosionele Intelligensie* amptelik gebruik het en hul werk het baie nuwe navorsing en publikasies in die daaropvolgende dekade ontlok. Salovey en Mayer het Emosionele Intelligensie gedefinieer as 'n komponent van sosiale intelligensie wat oor die vermoë beskik om a) sielkundige en sosiale probleme effektief te hanteer, (b) emosies akkuraat uit te druk en ook ander se emosies korrek te assesser, (c) eie gevoelens te reguleer en (d) eie emosies te gebruik om doelwitte te bereik. (Brown, George-Curran, & Smith, 2003). Salovey en Mayer, in samewerking met medewerkers, het gevolglik van die bekendste en invloedrykste literatuur oor Emosionele Intelligensie gepubliseer (Cobb & Mayer, 2000; Mayer & Beltz, 1998; Mayer, Caruso & Salovey, 1999; Mayer & Cobb, 2000; Mayer, DiPaolo & Salovey, 1990; Mayer & Geher, 1996; Mayer & Salovey, 1993; 1997a; 1997b; 1997c; Salovey & Mayer, 1990).

Salovey en Mayer se oorspronklike model (sien ook Figuur 1) het Emosionele Intelligensie beskryf as die vermoë om jou eie en ander se gevoelens en emosies te monitor, tussen emosies te onderskei en om die inligting te gebruik om jou eie denke en aksies te rig. As gevolg van 'n behoefte om Emosionele Intelligensie se vermoëns van sosiale eienskappe of talente te onderskei, het Salovey en Mayer later 'n verbeterde model met 'n kognitiewe klem ontwikkel (sien ook Figuur 2): "It focused on specific mental aptitudes for recognizing and marshalling emotions (for example, knowing what

someone is feeling is a mental aptitude, whereas being outgoing and warm is a behavior).” (Goleman, 2001). Salovey en Meyer het geglo ‘n omvattende Emosionele Intelligensie-model ‘n meting van ‘denke oor gevoelens’ moet insluit, ‘n bekwaamheid wat uitgesluit word uit modelle wat bloot fokus op ervaring en regulering van gevoelens.

Die konsep, Emosionele Intelligensie, is verder deur Daniel Goleman, ‘n wetenskaplike joernalis, uitgebrei en gepopulariseer. Hy het veral twee bekende boeke gepubliseer: “Emotional Intelligence: Why it can matter more than IQ” (1995) en “Working with emotional intelligence” (1998). Goleman het ook die Emosionele Intelligensie-konsep in verskeie ander publikasies verduidelik en daarop uitgebrei (1998a, 1998b, 2000a, 2000b). Volgens Goleman is sy primêre rol as Emosionele Intelligensie-teoretikus om ‘n teorie van prestasie voor te stel wat op die basiese Emosionele Intelligensie-model bou. Hy pas egter die model aan om persoonlike effektiwiteit en leierskap in veral die werksplek te voorspel. Daarmee saam, sê Goleman, poog hy om ‘n breë spektrum van bevindinge en teorieë in die sielkunde byeen te bring en te integreer in ‘n enkele Emosionele Intelligensie-raamwerk.

Volgens McMullen (2003) is Emosionele Intelligensie ‘n term vir al die ander faktore, buiten intellek, wat kan aanleiding gee tot gesonde verhoudings en die vermoë om positief te reageer op alle uitdagings van jou lewe en beroep: “Learning about yourself and your emotions will therefore pay dividends in any career.” McMullen (2003) lê ook klem daarop dat emosies eers herken en geïdentifiseer moet word, voor dit beheer kan word. Voorts sê hy dat emosies sonder fisiese uitdrukking daarvan, slegs ‘n versameling van denke is en daarom moet emosies met ‘n bewustheid van liggaamlike sensasies gepaardgaan.

Vanuit die voorgaande bespreking is dit duidelik dat Emosionele Intelligensie nie ‘n totaal nuwe konsep is nie, maar dat dit ‘n geskiedenis het wat goed gegrond is in ander bestaande teorieë. Dit behels ook baie meer as slegs ‘n teorie. Die vermoë om jou emosies sodanig te gebruik dat dit jou help om probleme op te los en ‘n meer effektiewe lewe te lei, is ‘n lewenswyse!

3.2 Intelligensiekwasiënt vs Emosionele Intelligensie:

Emosionele Intelligensie (EI) breek weg van die tradisionele meting van mense se intellektuele vermoëns. EI fokus eerder op die ontwikkeling van emosionele vermoëns wat bydra tot die vestiging van betekenisvolle sosiale -, persoonlike - en werksverhoudings. Om geluk en sukses in ons persoonlike- en beroepslewe te handhaaf, moet ons oor die vermoë beskik om te empatiseer met

mekaar, na binne in onself te kyk (introspeksie) en effektief met mekaar te kommunikeer. Al hierdie vereistes hou verband met Emosionele Intelligensie, eerder as met Intellektuele Intelligensie. Intellektuele en emosionele vermoëns staan egter nie teenoor mekaar nie. Navorsingsbevindinge toon dat emosionele- en sosiale vaardighede in werklikheid eerder kognitiewe funksionering aanvul en verbeter.

Emosionele Intelligensie meet 'n persoon se vermoë om emosies te beheer en is gekoppel aan die Intelligensiekwasiënt (IK) wat intellektuele vermoëns meet – hierdie twee stelsels ondersteun mekaar wedersyds. Bewyse vir hierdie wederkerige verhouding spruit veral uit die studies van die neuroloog, Antonio Damasio (McMullen, 2003). Damasio beskryf die geval van 'n regsgeleerde wat neurologiese skade opgedoen het, wat aanleiding gegee het tot emosionele beperkings. Die persoon se rasionele besluitnemingsvermoëns is aangetas, selfs al het hy steeds goed gevaar in kognitiewe toetse. Damasio (aangehaal in McMullen, 2003) glo dat gevoelens onontbeerlik is vir rasionele besluitneming.

'n Ander bekende voorbeeld van die samewerkingsverhouding tussen IK en EI, is die *malvalekker "marshmallow" eksperiment*. Gedurende die 1960's is vierjarige kinders by 'n kleuterskool op Stanford Universiteit se kampus getoets. Individuele onderhoude is met die kinders gevoer, waarna hulle voor 'n keuse gestel is: Hulle kan óf dadelik een malvalekker kry óf, indien hulle wag tot die onderhoudvoerder terugkom, kan hulle twee malvalekkers kry. Impulsiewe kinders het die een malvalekker gegryp die oomblik toe die onderhoudvoerder die vertrek verlaat het, terwyl ander hulle aandag afgetrek het met speel of sing, om 15 of 20 minute later twee malvalekkers te kon kry. Veertien jaar later is dieselfde kinders opgespoor en weer getoets. Daar is bevind dat diegene wat hul bevrediging veertien jaar vantevore kon uitstel, tans ook meer selfversekerd en gemotiveerd voorgekom en beter in staat was om lewensprobleme te hanteer, as diegene wat destyds dadelik die malvalekker ter onmiddellike bevrediging geëet het. Boonop het hulle akademiese resultate getoon dat die vermoë om bevrediging uit te stel, tot intellektuele potensiaal bydra.

Tog word daar sterk gepropageer dat Emosionele Intelligensie voortrefliker as die intellek is: "...social and emotional abilities were four times more important than IQ in determining professional success and prestige." (Cherniss, 2000). Daniel Goleman (1995) is oortuig dat intellek 20% bydra tot faktore wat sukses bepaal, terwyl die ander 80% uit Emosionele Intelligensie bestaan. Goleman se stelling word deur Cooper en Sawaf (1997) ondersteun: "...modern science is proving every day that it is emotional intelligence, not IQ or raw brainpower alone, that underpins many of

the best decisions, the most dynamic and profitable organizations, and the most satisfying and successful lives.”

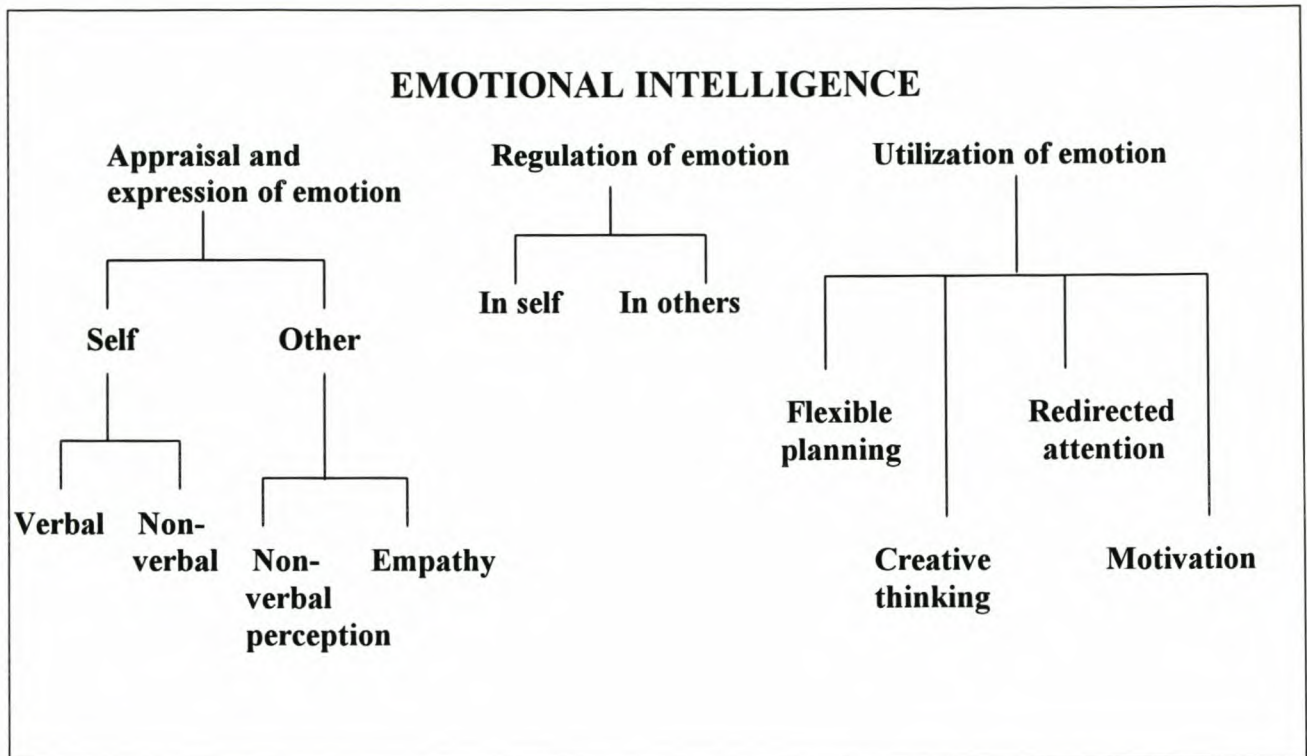
Dit is egter belangrik om te verstaan dat Emosionele Intelligensie nie die teenoorgestelde van Intellektuele Intelligensie is nie, net so min as wat dit ‘n oorwinning van die kop oor die hart is. Dit is eerder ‘n unieke interaksie tussen beide die kop en die hart, wat affek met kognisie kombineer en emosie met intelligensie. Emosionele Intelligensie sonder intellek is net so oneffektief as intellektuele intelligensie sonder emosie: “The key lies in engaging people’s heads and hearts...in optimising human capital through emotional intelligence.” (Denton & Lategan, 2003).

3.3 Teorieë oor Emosionele Intelligensie:

Soos reeds onder 3.1 bespreek is, het die konsep van Emosionele Intelligensie histories uit navorsing en teorieë ontwikkel wat oor breë konseptualiserings van intelligensie handel het. Vandag onderskei ons hoofsaaklik tussen drie belangrike teorieë aangaande Emosionele Intelligensie:

3.3.1 Mayer en Salovey (1997a; 1997b; 1997c) plaas Emosionele Intelligensie binne die raamwerk van ‘n intelligensiemodel, gebaseer op Gardner se interpersoonlike- en intrapersoonlike intelligensie. Hulle motivering om ‘n Emosionele Intelligensie-teorie te ontwikkel, asook ‘n instrument om dit te meet, kom vanuit die besef dat tradisionele metings van intelligensie nie daarin slaag om individuele verskille te meet ten opsigte van die vermoë om emosies en emosionele inligting te begryp, te prosesseer en dit effektief te bestuur nie. Hulle benadering is dus uniek in dié opsig dat dit Emosionele Intelligensie spesifiek definieer as ‘n **vermoë**: “Like other intelligences, emotional intelligence is defined by Mayer and Salovey as a group of mental abilities, and is best measured using a testing situation that is performance or ability based.” (Emmerling & Goleman, 2003). Hierdie vermoëbenadering van die Mayer-Salovey-denkskool beskou emosies as tekens van interpersoonlike verhoudings (hartseer is byvoorbeeld ‘n teken van verlies) – Emosionele Intelligensie behels gevolglik die herkenning en abstrakte beredenering van inligting wat op grond van hierdie emosies ontstaan.

Mayer en Salovey het in 1990 Emosionele Intelligensie gedefinieer in terme van drie kategorieë, nl. die herkenning en uitdrukking van emosies, die beheersing van emosies en die sinvolle gebruik van emosies (sien Figuur 1 vir ‘n diagrammatiese voorstelling van Mayer en Salovey se eerste konseptualisering van Emosionele Intelligensie).



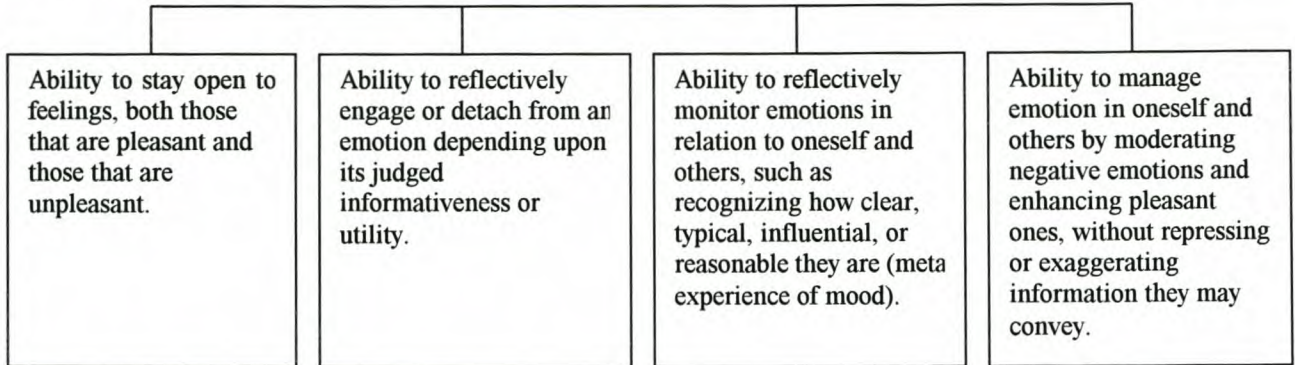
Figuur 1. Salovey en Mayer (1990) se eerste konseptualisering van Emosionele Intelligensie

Mayer en Salovey het in 1997 hulle definisie aangepas, aangesien daar slegs verwys is na take om emosies te herken en te beheer, terwyl geen klem op *denke oor gevoelens* gelê is nie. De Wit (2002) som die verskil tussen die twee definisies soos volg op: “Die eerste definisie het meer gefokus op spesifieke karaktertrekke, maar die verbeterde definisie skuif die klem weg hiervan, na emosionele intelligensie as ‘n spesifieke vermoë wat die kognitiewe prosessering van emosionele inligting behels.” (bl.22).

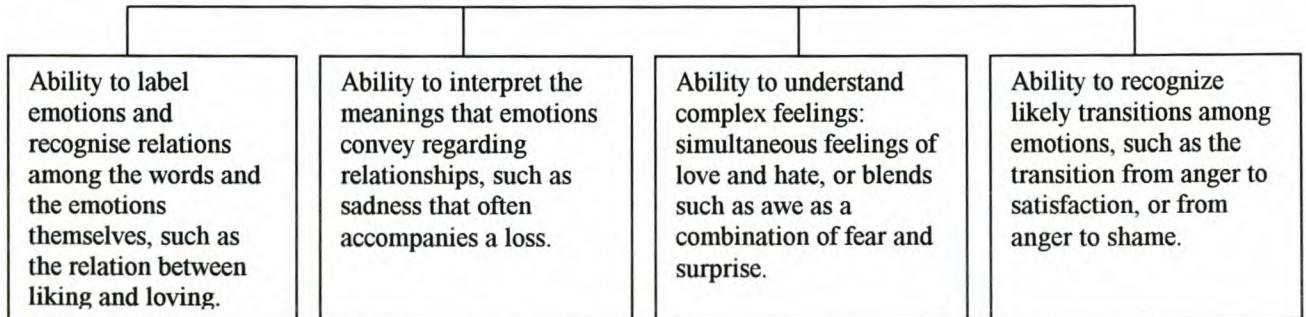
Mayer en Salovey (1997) se verbeterde konseptualisering van Emosionele Intelligensie bestaan uit vier kategorieë: Identifisering, beoordeling en uitdrukking van emosie; emosionele fasilitering van denke; begrip en analisering van emosies met behulp van emosionele kennis; en die effektiewe regulering van emosies om emosionele - en intellektuele groei te bevorder. Hierdie kategorieë word diagrammities voorgestel in Figuur 2, waar dit gerangskik is vanaf die mees basiese sielkundige prosesse onderaan die diagram, na die hoër en meer sielkundig geïntegreerde prosesse bo-aan. Elke kategorie verteenwoordig vier verteenwoordigende vermoëns, wat wissel van vroeë ontwikkeling aan die linkerkant van die diagram, na vermoëns wat later ontwikkel aan die regterkant (sien Figuur 2).

EMOTIONAL INTELLIGENCE

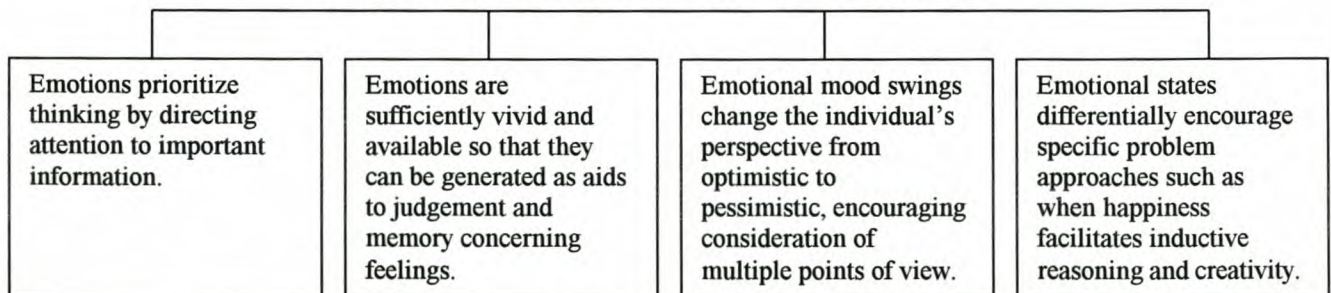
REFLECTIVE REGULATION OF EMOTIONS TO PROMOTE EMOTIONAL AND INTELLECTUAL GROWTH



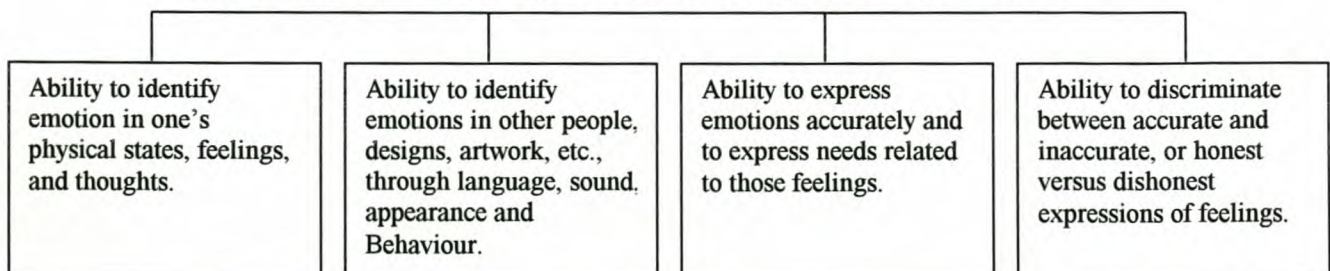
UNDERSTANDING AND ANALYZING EMOTIONS; EMPLOYING EMOTIONAL KNOWLEDGE



EMOTIONAL FACILITATION OF THINKING



PERCEPTION, APPRAISAL AND EXPRESSION OF EMOTION



Figuur 2. Verbeterde konseptualisering van Emosionele Intelligensie

(Mayer & Salovey, 1997)

Vervolgens word kortliks verwys na elke kategorie van Mayer en Salovey (1997a) se verbeterde konseptualisering van Emosionele Intelligensie:

- **Identifisering van emosies** verwys na die vermoë van 'n individu om te begryp hoe hy/sy voel, asook hoe diegene rondom hom/haar voel.
Die volgende vrae kan gestel word:
“Hoe voel ek daaroor?” of
“Hoe voel die ander persoon daaroor?”
- Die **gebruik van emosies** om denke te fasiliteer. Dit is dus die vermoë om emosies te genereer en dit te beredeneer – ook genoem Emosionele Fasilitering van gedagtes of Assimileringsemosies.
Die volgende vrae kom hieruit na vore:
“Is my gemoed van enige nut?” of
“Fokus dit my aandag, motiveer dit my, of verblind dit my?”
- Die **verstaan van emosies en emosionele kennis** – vermoë om komplekse emosies en skakeling van emosies te begryp en hoe emosies van een stadium na 'n ander oorgaan.
Die volgende vrae ontstaan:
“Hoekom voel ek so?” of
“Hoekom voel die ander persoon so?” of
“Hoe kan ons anders daaroor voel?”
- **Beheersing van emosies**, verwys na die mate waartoe jy in staat is om emosies in jouself en in ander te beheer en daardeur emosionele en intellektuele groei te bevorder:
“Sluit my besluite en optrede emosionele en logiese data in, sodat 'n aanvaarbare uitkoms bereik kan word?”

3.3.2 In teenstelling met die vermoëbenadering, beskou die gemengde benadering Emosionele Intelligensie as 'n mengsel van vermoëns, sosiale vaardighede, persoonlikheidseienskappe en gedrag. **Daniel Goleman** (1995; 1998a) volg so 'n gemengde benadering in sy formulering van Emosionele Intelligensie. Hy gebruik spesifiek 'n teorie van bevoegdheid en definieer dit soos volg: “...abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope.” (Visser, 2002). Goleman verdeel sy Emosionele Bevoegdheidsraamwerk in twee dele – Persoonlike bevoegdheid en Sosiale bevoegdheid, wat elkeen

onderverdeel word in onderskeidelik twee en drie komponente (sien Figuur 3). Goleman het hierdie komponente van Emosionele Intelligensie in 1995 in 'n topverkoperboek, getiteld: *Emotional Intelligence. Why it can matter more than IQ*, omskryf en verder uitgebrei op Mayer en Salovey se oorspronklike betekenis van Emosionele Intelligensie. Goleman het in 1998 reeds 'n tweede uitgawe van die boek gepubliseer: *Working with Emotional Intelligence*.

THE EMOTIONAL COMPETENCE FRAMEWORK

PERSONAL COMPETENCE

These competencies determine how we manage ourselves.

Self-Awareness

Knowing one's internal states, preferences, resources, and intuitions.

- **Emotional awareness:** Recognizing one's emotions and their effects
- **Accurate self-assessment:** Knowing one's strengths and limits
- **Self-confidence:** A strong sense of one's self-worth and capabilities

Self-regulation

Managing one's internal states, impulses, and resources

- **Self-Control:** Keeping disruptive emotions and impulses in check
- **Trustworthiness:** Maintaining standards of honesty and integrity
- **Conscientiousness:** Taking responsibility for personal performance
- **Adaptability:** Flexibility in handling change
- **Innovation:** Being comfortable with novel ideas, approaches, and new information.

Motivation

Emotional tendencies that guide or facilitate reaching goals

- **Achievement drive:** Striving to improve or meet a standard of excellence
- **Commitment:** Aligning with the goals of the group or organization
- **Initiative:** Readiness to act on opportunities
- **Optimism:** Persistence in pursuing goals despite obstacles and setbacks

SOCIAL COMPETENCE

These competencies determine how we handle relationships.

Empathy

Awareness of others' feelings, needs, and concerns

- **Understanding others:** Sensing others' feelings and perspectives, and taking an active interest in their concerns
- **Developing others:** Sensing others' development needs and bolstering their abilities

- **Service orientation:** Anticipating, recognizing, and meeting customers' needs
- **Leveraging diversity:** Cultivating opportunities through different kinds of people
- **Political awareness:** Reading a group's emotional currents and power relationships

Social Skills

Adeptness at inducing desirable responses in others

- **Influence:** Wielding effective tactics for persuasion
- **Communication:** Listening openly and sending convincing messages
- **Conflict management:** Negotiating and resolving disagreements
- **Leadership:** Inspiring and guiding individuals and groups
- **Change catalyst:** Initiating or managing change
- **Building bonds:** Nurturing instrumental relationships
- **Collaboration and cooperation:** Working with others toward shared goals
- **Team capabilities:** Creating group synergy in pursuing collective goals

Figuur3. Goleman se Emosionele Bevoegdheidsraamwerk (1998a, p.26-27)

Goleman (1995), asook Mayer, Salovey en Caruso (1998), is van mening dat Emosionele Intelligensie alleen, nie 'n sterk voorspeller van prestasie of sukses is nie, maar dat dit die fondament van bevoegdheide vorm wat dit wel voorspel. Ter verduideliking het Goleman (1995) onderskei tussen Emosionele Intelligensie en Emosionele Bevoegdheid. Laasgenoemde verwys na die persoonlike en sosiale vaardighede wat tot uitstaande prestasie en sukses lei, en wat op hul beurt verbind is aan en gebaseer is op Emosionele Intelligensie. 'n Sekere vlak van Emosionele Intelligensie word dus benodig om emosionele vaardighede aan te leer.

3.3.3 Reuven Bar-On plaas Emosionele Intelligensie binne 'n konteks van persoonlikheidseienskappe en vermoëns, wat verwant is aan emosionele en sosiale kennis. Hierdie eienskappe en vermoëns beïnvloed 'n persoon se algemene vermoë om eise van die omgewing effektief te hanteer en kan dus beskou word as 'n model van sielkundige welstand en aanpasbaarheid. Die vyf hoofdomeine in Bar-On se model is Intrapersoonlike vaardighede, Interpersoonlike vaardighede, Aanpasbaarheid, Stresshantering en Algemene gemoedstoestand (Bar-On, 1997) en sluit die volgende vermoëns in:

- Vermoë om bewus te wees van jouself, jou gevoelens te verstaan en uitdrukking daaraan te gee.
- Vermoë om van ander mense bewus te wees, hulle gevoelens te verstaan en met hulle te kan kommunikeer.
- Vermoë om sterk emosies te hanteer en jou eie impulse te beheer.

- Vermoë om aan te pas by verandering en probleme van persoonlike of sosiale aard te kan oplos.

Bar-On het die EQ-i selfrapporteringsvraelys ontwerp om daardie spesifieke persoonlike eienskappe te ondersoek wat sommige mense in staat stel om oor beter emosionele welstand as ander te beskik. Die EQ-i bestaan uit 133 stellings en die reaksies op hierdie stellings dui op die mate van vaardigheid ten opsigte van byvoorbeeld aanpasbaarheid en stresshantering.

3.3.4 Slotopmerking

Vanuit die verskillende perspektiewe is dit duidelik dat Emosionele Intelligensie hom as een van drie moontlike entiteite manifesteer. Emosionele Intelligensie as 'n **intelligensie**, voorsien kern emosionele aanleg en kan beskou word as gelykstaande aan IK. Emosionele Intelligensie as 'n intelligensie kan deur die MSCEIT vermoë-toets gemeet word (en dit word onder 3.5 in meer besonderhede bespreek). Emosionele Intelligensie as 'n **eienskap**, bied insig in hoe 'n individu sy/haar emosionele aanleg filter en ten opsigte van emosioneel intelligente gedrag aanwend. Emosionele Intelligensie as 'n eienskap word veral deur die EQ-i selfrapporteringsvraelys gemeet (en word onder 3.5 in meer besonderhede bespreek). Emosionele Intelligensie as 'n **stel aangeleerde bevoegdhede (vermoëns)**, ondersoek die mate waartoe 'n persoon by sy/haar omstandighede en omgewing aanpas en word veral deur die ECI-360 toets gemeet (en dit word onder 3.5 in meer besonderhede bespreek).

3.4 Kritiek op Emosionele Intelligensie-teorieë:

Kritiek op teorieë oor Emosionele Intelligensie is meestal teen die model van Daniel Goleman gelewer. Alhoewel hy die algemene publiek, sakeondernemings en die onderwys baie meer bewus gemaak het van die belangrikheid van emosies, spreek akademici redelike sterk kritiek uit teen Goleman se ongegronde aannames en die tekort aan nodige navorsing om dit te bevestig (Cobb & Mayer, 2000; Krone & Dougherty, 1999; Planalp, 1999). Punte van kritiek op Goleman se model en werkswyse sluit onder andere die volgende in:

- Goleman se konseptualisering van Emosionele Intelligensie is te vaag en te breed om gemeet te kan word. (Krone & Dougherty, 1999; Mayer & Cobb, 2000).
- Goleman se wetenskaplike werkswyse word bevraagteken (Krone & Dougherty, 1999).
- Spesifieke kritiek teen Goleman (1998) se boek, "Working with emotional intelligence" (Krone & Dougherty, 1999), dui op die vaagheid van sy konseptualisering van Emosionele

Intelligensie, asook baie van sy ‘emosionele bevoegdheide’ wat nie emosioneel van aard is nie.

3.4.1 Mayer en Salovey se kritiek op Goleman

Die meeste kritiek op Goleman se model kom egter uit die geledere van die Mayer-Salovey-denkskool (De Wit, 2002). ‘n Kort opsomming van Mayer en Salovey se punte van kritiek op Goleman se teorie is soos volg:

- ❑ Goleman se konsep van ‘emosionele kaping’ skep verkeerdlik die indruk dat gevoelens vir ‘n sekere tydperk oorneem en dat ‘n tydelike verlies aan beheer ervaar word. Hieruit kan verkeerdlik afgelei word dat die persoon dan nie verantwoordelik is vir sy optrede nie (Planalp, 1999).
- ❑ Goleman volg ‘n gemengde benadering tot die konseptualisering van Emosionele Intelligensie, deurdat dit nie net verstandelike vermoëns insluit nie, maar ook persoonlikheidskenmerke, bv. warmte, deursettingsvermoë, optimisme en motivering (Mayer & Cobb, 2000).
- ❑ Goleman maak in sy boek, “Emotional Intelligence: Why it can matter more than IQ,” die ongegronde aanname dat daar ‘n verband is tussen Emosionele Intelligensie en prososiale gedrag, met verwysing na korrupsie, geweld, misdaad, gedragsprobleme in skole, ens. Navorsing hieroor is eers twee jaar later onderneem, wat dui op Goleman se populêre aannames wat die werklike resultate van navorsingsstudies ver vooraf gegaan het (Cobb & Mayer, 2000).
- ❑ Goleman het ook toekomstige sukses voorspel op grond van Emosionele Intelligensie en beweer dat Emosionele Intelligensie belangriker is as IK in hierdie voorspellings. Vir hierdie voorspellings het Goleman veranderlikes gebruik, soos uithouvermoë, warmte, optimisme ens., wat nie veel anders is as persoonlikheidsienskappe nie (Mayer & Cobb, 2000).
- ❑ Goleman se aanname (1995, 1998a) dat Emosionele Intelligensie belangriker is as IK, is verkeerd bewys deur Ciarrochi en sy medewerkers (Ciarrochi, Chan & Caputi, 2000). Hulle het die teendeel bevind, nl. dat IK soms belangriker is as Emosionele Intelligensie in emosionele prosessering. Ook Mayer en Cobb (aangehaal in De Wit, 2002) “meld dat daar geen bewyse is dat emosionele intelligensie, gekonseptualiseer as ‘n vermoë, IK sal oortref as ‘n voorspeller van skoolprestasie nie” (bl.37).
- ❑ Laastens het Mayer & Cobb (2000) Goleman se aanname oor Emosionele Intelligensie wat aangeleer kan word, gekritiseer: “...it does not make sense to us to speak of teaching an

intelligence. An intelligence refers to a capacity to learn” (bl.177). Mayer en Cobb (2000) meld later dat sekere aspekte van Emosionele Intelligensie, bv. die verstaan van emosies, wel aangeleer kan word. Hulle verwys egter daarna as ‘sosio-emosionele leer’ en beklemtoon dat navorsing selfs hieroor nog onvoldoende is.

3.4.2 John Mayer se standpunt

Ter verdediging van Emosionele Intelligensie se teoretici, stel John Mayer (1999) sy standpunt in die artikel “Emotional Intelligence: Popular or scientific psychology?”. Hierin beskryf Mayer (1999) Emosionele Intelligensie as ‘n produk van twee wêrelde. Die een is ‘n wêreld van wetenskaplike joernale, hoofstukke van boeke en resensies. Die ander is ‘n populêre kultuurwêreld van topverkoper boeke, daaglikse koerante en tydskrifte. In sy wetenskaplike verwysing na Emosionele Intelligensie verwys Mayer na die artikels wat hy en sy kollega, dr. Peter Salovey, gepubliseer het, asook die uitbreiding van hulle model in die boek – “Emotional Development and Emotional Intelligence” (1997). Met die magdom navorsing wat deur hulle gedoen is, het hulle ‘n besondere bydrae gelewer tot die wetenskaplike begrip, meting en bevordering van die Emosionele Intelligensie-konsep.

In teenstelling hiermee bied die populêre sielkunde die konsep van Emosionele Intelligensie aan op ‘n manier wat kommer wek:

- ❑ Die betekenis van Emosionele Intelligensie word onregmatig uitgerei. Emosionele Intelligensie word deur populêre skrywers op verskeie maniere gedefinieer wat tipies ‘n lys van persoonlikheidseienskappe (bv. empatie, motivering, sosiale vaardighede, ens.) bevat. Daarom verwys Mayer (1999) en sy kollegas na die definisies as “mixed models”.
- ❑ Populêre modelle van Emosionele Intelligensie impliseer dat belangrike lewensuitkomste voorspel kan word deur ‘n diverse lys van veranderlikes. Hierdie populêre lys bevat egter veranderlikes wat glad nie verband hou met emosies, intelligensie of emosionele intelligensie nie.
- ❑ Die populêre en wetenskaplike konsepte van Emosionele Intelligensie word van mekaar geskei deur ‘n “claim gap” (Mayer, 1999). Wetenskaplike navorsing dui daarop dat Emosionele Intelligensie wel spesifieke, belangrike lewensuitkomstes kan voorspel – tot dieselfde mate as ander belangrike persoonlikheidsveranderlikes. Die implikasie van populêre literatuur is dat alle mense hoog in Emosionele Intelligensie ‘n ongeëwenaarde voordeel in die lewe het. Hierdie siening is oorentoesiasies en ongegrond volgens redelike wetenskaplike standaarde.

Mayer (1999) daag vervolgens alle praktisyns en navorsers uit om te onderskei tussen populêre en wetenskaplike benaderings en om sodoende Emosionele Intelligensie as waardige en geldige konsep te beskerm teen sensasiewekkende misbruik.

3.4.3 Ander akademici se kritiek op Emosionele Intelligensie-modelle

'n Interaktiewe webbladsy – www.eqi.org – dien as forum waarop Emosionele Intelligensie en al sy fasette bespreek, ontleed en gekritiseer word. So het Catherine Daus en Neal Ashkanasy (1999), onderskeidelik van die Universiteite van Illinois en Queensland, ook hulle mening uitgespreek oor die konsep Emosionele Intelligensie en kritiek gelewer oor die verskillende teoretiese modelle wat voorgestel is:

Volgens Daus en Ashkanasy (www.eqi.org) het Daniel Goleman en Reuven Bar-On die publiek en akademiese gemeenskap mislei met hulle modelle van Emosionele Intelligensie: "Let us first begin by making one point crystal clear – we do not endorse a Goleman (1995) or Bar-On (1997) type of approach to studying emotional intelligence ... we also feel that to an extent, they have done much more harm than good regarding establishing emotional intelligence as a legitimate, empirical construct." (www.eqi.org). Volgens Daus en Ashkanasy is Goleman (1995) en Bar-On (1997) se EI-modelle te breed in omvang en verskil dit nie veel van tradisionele persoonlikheid- en bevoegdheidsmodelle nie. Hulle brei hierop uit deur te verwys na Bar-On se EQ-i, en Goleman se ECI-meetinstrumente wat baie ooreenstem met die 'Big Five'-persoonlikheidseienskappe (nl. Neurotisme, Ekstroversie, Openheid, Toegeeflikheid en Konsensieusheid) en dus nie werklik 'n nuwe konstruk meet nie.

Daus en Ashkanasy (www.eqi.org) kritiseer ook dat Bar-On en Goleman assesseringsinstrumente ontwikkel het wat gebruik maak van selfrapportering. Selfrapportering lei tot selfpersepsies van persoonlikheidseienskappe, eerder as 'n skatting van die persoon se ware emosionele vermoë. Die twee modelle kan volgens hulle wel van nut wees vir organisatoriese ontwikkeling en -intervensies.

Daus en Ashkanasy (www.eqi.org) staan wel Mayer, Salovey en Caruso (2002) se model van Emosionele Intelligensie voor, wat min of geen ooreenstemming met die 'Big Five' persoonlikheidskonstrukte toon nie. Hulle verwys daarna as die "gold standard" vir EI-modelle wat tot dusver beskikbaar is. Daus en Ashkanasy is ook van mening dat Mayer et al. (2002) se EI-benadering die enigste model is wat voldoen aan vier belangrike kriteria:

- 1.) Die gebruik van 'n vaardigheid- of gedragsgebaseerde metode van meting, eerder as selfrapportering;
- 2.) 'n Spesifieke fokus op emosionele vaardighede en vermoëns;
- 3.) Anwysbaarheid van konstrukonderskeibaarheid;
- 4.) Beskik oor goeie psigometriese eienskappe.

3.5 Meetinstrumente van Emosionele Intelligensie:

Die afparring van die woorde 'emosie' en 'intelligensie', veronderstel dat daar 'n variasie is in die mate waartoe mense in staat is om emosionele inligting te gebruik vir aanpassingsdoeleindes (Emmerling & Cherniss, 2003). 'n Siening van emosie as potensieel intelligent, veronderstel ook dat sulke vermoëns gemeet kan word en betekenisvol aangewend kan word in die voorspelling van uitkomst. Die integrasie van konstrakte en teorie vanuit die gebied van Emosionele Intelligensie voorsien ons dus van 'n teoreties gegronde raamwerk om te kyk na die interaksie tussen emosies en kognisies in beroepsbesluite.

Oor die laaste paar jaar het navorsers en sielkundiges hul daarop toegespits om die geldigheid van EI-meetinstrumente te bewys en te bevestig (Davies, Stankov, & Roberts, 1998). Volgens Goleman (2001) het EI-konstrakte alreeds verskeie belangrike geldigheidstoetse geslaag. Ingevolge formele teorie, voldoen EI ook aan die tradisionele kriteria vir 'n intelligensie (Mayer, Caruso, & Salovey, 1999), met verwysing na Howard Gardner (1999) se invloedryke raamwerk van veelvoudige intelligensies, waarvan EI deel is. 'n Reeks van geldige meetinstrumente vir die assessering van EI-konstrakte sal vervolgens kortliks bespreek word:

3.5.1 Bar-On Emotional Quotient Inventory (EQ-i)

Reuven Bar-On beskou Emosionele Intelligensie as 'n reeks nie-kognitiewe bekwaamhede, bevoegdhede en vaardighede wat 'n persoon se vermoë beïnvloed om omgewingseise en -druk suksesvol te hanteer. Bar-On beskryf daarom die konsep van Emosionele Intelligensie as deel van 'n persoonlikheidsteorie en was dan ook die eerste persoon wat probeer het om dit te meet. Hierdie selfrapporteringsinstrument het ontstaan vanuit 'n kliniese konteks en nie, soos verwag, vanuit 'n beroepskonteks nie. Dit is ontwerp om daardie spesifieke persoonlike eienskappe te ondersoek wat sommige mense in staat stel om oor 'n beter emosionele welstand te beskik as ander. Die EQ-i meet hoe sterk respondente saamstem met, of verskil van, 133 stellings (gestandaardiseer op ongeveer 4000 vraelyste) soos die volgende: "I have good thoughts about everyone", "Even when I'm upset, I'm aware of what's happening to me.", "When I disagree with someone, I'm able to say so." (Song,

2003). Reaksies op hierdie stellings dui op die mate van vaardigheid ten opsigte van ondermeer, aanpasbaarheid en stresmanagement.

Die EQ-i is reeds in die assessering van duisende individue gebruik en het homself bewys ten opsigte van betroubaarheid en konvergente en diskriminante geldigheid. Minder is egter bekend oor sy voorspellingsgeldigheid in werksituasie (Cherniss, 2000). Die EQ-i is nie 'n kognitiewe toets nie en aangesien dit op persoonlike evaluasie berus, is die EQ-i slegs geldig tot die mate waartoe vrae eerlik beantwoord word. Aflegging van die toets duur ongeveer 40 minute en die totale EQ-telling (met 'n gemiddeld van 100 en standaardafwyking van 15) is 'n weerspieëling van die individu se Emosionele Intelligensie. Resultate word met behulp van bar-skale aangedui op 'n kontinuum van 'Area vir Verrykking' na 'Effektiewe Funksionering' na 'Gevorderde Vaardighede' (Song, 2003): "The results consist out of five composite scale scores (tapping five major areas), 15 subscale scores (tapping 15 EI-competencies) and four validity indicators (with a correction factor)" (Bar-On, 2004).

'n Uiteensetting van die EQ-i se skale en subskale sien soos volg daarna uit (Bar-On, 1997):

Intrapersoonlike skaal:

- *Selfagting* – die vermoë om jouself te verstaan, te respekteer en te aanvaar. Dit verwys ook na die aanvaarding van jou eie positiewe en negatiewe aspekte en bepaalde positiewe en negatiewe punte.
- *Emosionele selfbewustheid* – die vermoë om jou eie gevoelens en emosies te herken en te verstaan, hulle van mekaar te onderskei en te weet wat dit veroorsaak het en hoekom.
- *Assertiwiteit* – die vermoë om jou eie gevoelens, oortuigings en gedagtes uit te druk en jou standpunte op 'n konstruktiewe wyse te verdedig.
- *Onafhanklikheid* – die vermoë om op jouself staat te maak en jou eie denke en aksies te rig.
- *Selfaktualisasie* – die vermoë om jou eie potensiaal raak te sien en daarna te streef om te doen waarvan jy hou.

Interpersoonlike skaal:

- *Empatie* – die vermoë om ander emosioneel te 'lees' en aandag te gee aan hulle gevoelens. Hierby ingesluit is warmte, betrokkenheid en sensitiwiteit.
- *Sosiale Verantwoordelikheid* – die vermoë om jouself uit te leef as 'n konstruktiewe en samewerkende lid van jou sosiale groep.
- *Interpersoonlike Verhoudings* – die vermoë om bevredigende verhoudings te vestig en te handhaaf.

Aanpasbaarheid skaal:

- *Werklikheidstoetsing* – die vermoë om dit wat ervaar word, te vergelyk met wat die werklikheid is.
- *Buigsaamheid* – die vermoë om emosies, gedagtes en gedrag aan te pas by veranderende omstandighede.
- *Probleemoplossing* – die vermoë om probleme te definieer en om effektiewe oplossings daarvoor te genereer en te implementeer.

Streshanteringskaal:

- *Strestoleransie* – die vermoë om ongunstige gebeure en stresvolle situasies aktief en met selfvertroue te hanteer.
- *Impulsbeheer* – die vermoë om impulse en versoekings uit te stel.

Algemene gemoed skaal:

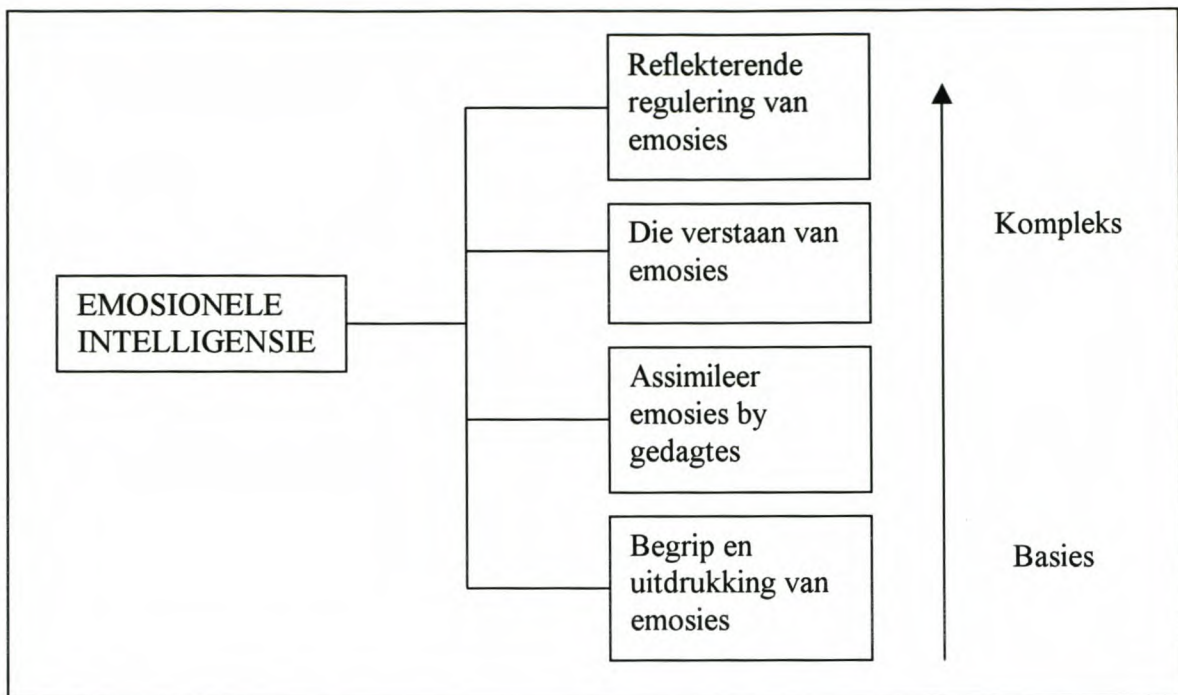
- *Optimisme* – die vermoë om 'n positiewe houding te handhaaf, selfs in tye van teenspoed.
- *Geluk* – die vermoë om tevrede te voel met jou lewe, die lewe te geniet en pret te hê.

3.5.2 Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

Die MSCEIT is deur John Mayer van die Universiteit van New Hampshire en Peter Salovey van Yale Universiteit ontwikkel, wat in 1990 die eerste wetenskaplikes was om die term 'Emosionele Intelligensie' amptelik te gebruik. Die MSCEIT voldoen aan drie belangrike kriteria: (1) dit toets Emosionele Intelligensie as 'n stel vermoëns, (2) dit is 'n direkte toets van Emosionele Intelligensie en maak dus nie staat op selfrapportering nie, en (3) dit bied steun aan die verskillende aspekte van Emosionele Intelligensie (sien Figuur 2).

Die MSCEIT is 'n vermoëgebaseerde toets met 141 vrae wat strek oor agt taakgebiede. Dit is ontwerp om die volgende aspekte van Emosionele Intelligensie te meet: Identifisering van emosies, integrasie van emosies en denke, die verstaan van emosies en die hantering/beheer van emosies (Mayer & Salovey, 1997a) (sien figuur 4). Antwoorde word gemeet aan konsensuskriteria, teikenkriteria en/of kundigheidskriteria, waarvolgens korrekte antwoorde bepaal word (De Wit, 2002).

Skale en subskale van die MSCEIT sien soos volg daaruit (sien ook Figuur 4):



*Figuur 4. 'n Model van die emosioneel-intelligente vaardighede
(Mayer, Caruso & Salovey, 1999).*

- **Emosionele persepsie** (begrip en uitdrukking van emosie)
 - "...the ability to perceive, appraise, and express emotions" (Emmerling & Cherniss, 2003).
 - In staat te wees om te identifiseer watter emosie (hartseer, kwaad, gelukkig) ander individue ervaar, bv. deur gesigsuitdrukking te lees.
 - Bespeur emosionele stemming geassosieer met objekte, musiek of kuns.
- **Emosionele fasilitering** (assimileer emosies by gedagtes)
 - Weeg emosies teenoor mekaar op en teenoor ander sensasies en gedagtes.
 - Vertaal gevoelens na emosies.
 - Emosies fokus die aandag.
- **Emosionele begrip**
 - Die vermoë om te verstaan en te redeneer met behulp van emosies.
 - Begrip van die betekenis agter emosies, hoe emosies saamvloei en hoe emosionele toestande oor tyd verander.
 - Spesifieke emosies veroorsaak tipiese reaksies.
- **Emosionele beheer**
 - Effektiewe bestuur van en beheer oor emosies.
 - Insluiting van emosies in besluitneming.
 - Ontvanklikheid vir emosionele ervaring.

3.5.3 Emotional Competence Inventory 360

Die ECI 360 is deur Richard Boyatzis en Daniel Goleman ontwikkel. Die vraelys meet die sterkpunte en beperkings van individue deur presiese inligting weer te gee rakende emosionele bevoegdhede wat verbeter moet word. Persone wat die individu goed ken, bepunt hom/haar op grond van 20 bevoegdhede wat gekoppel is aan Emosionele Intelligensie. Die gebruik van die ECI 360 is beperk tot geakkrediteerde gebruikers wat oor die vermoë en vaardighede beskik om akkurate en omvattende terugvoer aan kliënte te voorsien.

Daar is tans nog geen navorsing wat die voorspellingsgeldigheid van die ECI ondersteun nie (Cherniss, 2000). Die ECI-360 se skale en subskale sien soos volg daaruit:

Selfbewustheid	Sosiale bewustheid
Emosionele selfbewustheid	Empatie
Akkurate selfondersoek	Organisatoriese bewustheid
Selfvertroue	Diensoriëntasie
Selfbeheer	Sosiale vaardighede
Selfkontrole	Ontwikkeling van ander
Betroubaarheid	Leierskap
Konsensieusheid	Invloed
Aanpasbaarheid	Kommunikasie
Prestasie oriëntasie	Veranderingskatalisator
Inisiatief	Konflikhantering
Spanwerk	

Figuur 5. Skale en subskale van die ECI-360 Vraelys

- * Sien Bylaag A vir 'n vergelyking tussen die bogenoemde drie toetse vir die meting van Emosionele Intelligensie.

3.5.4 EQ Map-vraelys

Die EQ Map is in 1995 deur Cooper en Sawaf (1997) ontwikkel in samewerking met twee korporatiewe navorsingsorganisasies, nl. Essi Systems Incorporated en Advanced Intelligence

Technologies (AIT) van San Francisco, VSA. 'n Wetenskaplike benadering is gevolg om kwaliteite van Emosionele Intelligensie te identifiseer en te meet op 'n verteenwoordigende wyse wat beduidend van IK-tipe toetse verskil.

Cooper en Sawaf (1997) roem daarop dat EQ Map die eerste “extensively researched, nationally norm-tested, statistically reliable measurement method” is, wat 'n individu in staat stel om sy/haar sterkpunte en swakhede te karteer oor 'n wye reeks eienskappe, wat verband hou met Emosionele Intelligensie. Aanvoortoetse van die EQ Map is reeds op duisende uitvoerende amptenare, bestuurders en professionele beroepslui gedoen in meer as 'n honderd organisasies in die diens-, tegnologiese- en vervaardigingsindustrië, regoor die VSA en Kanada. Aangepaste weergawes van die EQ Map word tans vir gebruik in Europa en ander wêrelddele ontwikkel. Volgens Cherniss (2000) bestaan daar voldoende bewyse vir konvergente en divergente geldigheid van die EQ Map-vraelys.

Cooper en Sawaf (1997) is van die oortuiging dat EQ Map 'n belangrike bydrae lewer tot die meting van verhoudings (persoonlike en werksverhoudinge) tussen Emosionele Intelligensie en gesondheid, spanwerk, vernuwing, produktiwiteit en wins. Rakende die individu, bevestig die EQ Map vermoëns/eienskappe wat lank reeds vermoed word of onderliggend is en herinner die individu aan talente en innerlike vermoëns wat vergete geraak het en opnuut aandag nodig het.

3.5.5 33-Item Selfrapporteringsvraelys:

Schutte, Malouff, Hall, Haggerty, Cooper, Golden en Dornheim (Cherniss, 2000) het dié selfrapporteringsvraelys ontwikkel, gebaseer op die konseptualisering van Emosionele Intelligensie soos voorgestel deur Salovey en Mayer (1990) se vroeëre werk. Die vraelys bestaan uit 33 items wat verteenwoordigend is van die drie kategorieë soos deur Mayer en Salovey (1990) voorgestel. Volgens Cherniss (2000) is daar genoegsame bewyse vir die konvergente en divergente geldigheid van hierdie selfrapporteringsvraelys. Kritiek is egter deur Petrides en Furnham (2000) oor hierdie meetinstrument uitgespreek wat nie 'n algemene Emosionele Intelligensie-faktor meet nie en dat dit ook nie, volgens hulle, ooreenstem met Salovey en Mayer (1990) se konseptualisering van Emosionele Intelligensie nie.

3.6 Bevordering en uitbreiding van Emosionele Intelligensie:

Volgens Singh (1999) moet ou gewoontes van dink, voel en optree eers afgeleer word alvorens Emosionele bevoegdhede ontwikkel kan word. Dit sal motivering, tyd en ondersteuning verg, maar

tot voordeel van die individu en elke moontlike domein in sy/haar lewe strek. Singh (1999) maak 'n paar voorstelle rakende die bevordering van Emosionele Intelligensie:

- Meer klem moet op Emosionele Intelligensie geplaas word in die korporatiewe sektor – konsultante moet 'n proses inisieer waar mense blootgestel word aan artikels en ander literatuur wat deur kundiges op die gebied geskryf word.
- Instansies betrokke by menslike hulpbronbestuur, asook akademiese instansies, moet 'n instrumentele rol speel in die bemaking van inligting oor Emosionele Intelligensie.

Singh (1999) glo ook dat die skoolsisteem en -kultuur bogenoemde proses vroeër kan begin, deur minder te fokus op akademiese vermoëns en Emosionele Intelligensie reeds op skoolvlak deel te maak van die kurrikulum. Bywoning van seminare of werksinkels oor Emosionele Intelligensie kan as beginpunt dien. Met die nodige ondersteuning, terugvoer, toewyding en volharding kan emosionele bevoegdhede deel uitmaak van enigeen se persoonlikheidsprofiel.

Brian McMullen (2003) se praktiese maniere om Emosionele Intelligensie te ontwikkel, sluit aan by Singh (1999):

- Die lees van boeke en koerante om algemene kennis uit te brei.
- Individuele terapie en Groepsterapie bied 'n veilige ruimte waarbinne struikelblokke ondersoek kan word.
- 'n Ondersteunende werksomgewing. Die werksplek is 'n potensieel voordelige plek vir die bevordering van Emosionele Intelligensie—prestasiëbeoordeling en mentorskemas kan geleenthede skep vir die versterking van verhoudings en positiewe terugvoer kan gegee en ontvang word.
- Eksterne fasiliteerders of konsultante kan genooi word om EI-programme te lei, hetsy binne werksverband, skoolverband of as deel van sielkundige dienste.
- Bywoning van werksinkels, buite werksverband, ter verryking van interpersoonlike verhoudings.
- Kweek groter bewustheid van jou eie liggaam en sensasies – oorweeg joga, t'ai chi, dans, selfs kragtige oefeninge soos rugby of voetbal.
- Lag en 'n goeie humorsin, hou verband met 'n intieme bewustheid van jou innerlike gevoelens.

Hein (2002) verskaf verdere voorstelle om Emosionele Intelligensie te ontwikkel (Sien ook Bylaag B vir Hein se Top 10 voorstelle vir die ontwikkeling van Emosionele Intelligensie):

- Oefen sinne wat met die volgende drie woorde begin: “Ek voel ... (gevoelswoord).”
- Identifiseer/benoem jou eie gevoelens, eerder as mense of situasies.
- Ondersoek jou eie gevoelens, eerder as die optrede en motivering van ander se gedrag.
- Vra aan ander mense hoe hulle oor ‘n saak voel (op ‘n skaal van 0 – 10).
- Maak tyd om oor jou eie gevoelens na te dink.
- Identifiseer jou eie vrese en begeertes.
- Identifiseer jou eie onbevredigde emosionele behoeftes.
- Neem verantwoordelikheid vir jou emosies en geluk. Dit is nie ander mense wat vir jou gevoelens verantwoordelik is nie en moenie van ander verwag om jou gelukkig te maak nie.
- Druk jou gevoelens uit en bring tyd saam met mense deur wat omgee.
- Ontwikkel die moed om jou eie gevoelens te ondersoek en dit as riglyn in besluitneming te gebruik.

Die sielkundige toepassingsmoontlikhede van Emosionele Intelligensie kan ook uitgebrei word na ander terreine, nl. sake ondernemings, onderwys en kriminologie. Die konsep van Emosionele Intelligensie in die korporatiewe wêreld is veral in Goleman (1995, 1998b) se werk vervat en het baie belangstelling ontlok. Heelwat tydskrifartikels het in die sakesektor verskyn wat verder op die konsep van Emosionele Intelligensie uitgebrei het (Caudron, 1999; Hays, 1999; Katz, 1998; Laabs, 1999; Planalp, 1999).

Volgens De Wit (2002) kan ook die onderwys baat vind by Emosionele Intelligensie, hetsy op die beginsels van die vermoëbenadering – “fokus dus slegs daarop om emosionele redenering te bevorder.” (bl. 52) of die gemengde benadering “bevat gewoonlik duidelike gedragsdoelwitte...” (bl. 52). Le Roux en De Klerk (2001) is twee Suid-Afrikaanse maatskaplike werkers wat ‘n praktiese gids vir ouers en onderwysers saamgestel het vir die bevordering van Emosionele Intelligensie by kinders en tieners. Hierdie stimulerende gids verduidelik die werking van Emosionele Intelligensie op ‘n eenvoudige wyse en maak deurgaans die EI-beginsels van toepassing op kinders.

Laastens kan Emosionele Intelligensie van groot waarde wees vir die kriminologiese veld. Skoolgeweld en ander oortredings, soos mishandeling, molestering en verkragting, word deur

Goleman (1995) bespreek onder die vierde onderafdeling van sy konseptualisering van Emosionele Intelligensie, nl. om emosies in ander persone te kan herken. Voldoende navorsing ontbreek egter om hierdie aannames te staaf. Gegewe Suid-Afrika se konteks van geweld, blyk dit egter 'n belowende veld vir verdere navorsing te wees. Emosionele Intelligensie is dus nie beperk tot een of twee domeine van 'n individu of van 'n samelewing nie, maar is 'n allesomvattende, alledaagse bewustheid waaruit elke individu kan voordeel trek.

DEEL 2

DIE IMPAK VAN EMOSIONELE INTELLIGENSIE OP BEROEPSBESLUITNEMING

1. INLEIDING TOT EMOSIONELE INTELLIGENSIE EN DIE BEROEPSBESLUITNEMINGSPROSES

Onlangse navorsingsbevindings (Bechare, Damasio, Damasio, & Lee, 1999; Bechara, Damasio, Tranel, & Damasio, 1997; LeDoux, 1996) en teorieë oor Emosionele Intelligensie (Bar-On, 2000; Goleman, 1995, 1998a; 1998b; Mayer & Salovey, 1997) toon dat emosies gekoppel is aan kognitiewe sisteme wat betrokke is in besluitneming en dat emosies dus kan bydra tot beter besluitneming. In hul artikel, “Emotional Intelligence and the Career Choice Process,” spreek Emmerling en Cherniss (2003) hulself uit oor die belangrikheid van emosies en hoe dit in beroepsbesluitnemingsprosesse misverstaan en misken word. Hulle wys ook daarop dat ‘n omvattende teorie, wat die rol van emosies in beroepsbesluitneming verklaar, afwesig is en dus die beroepsnavorsers en -praktisyns laat met beperkte insig oor hierdie belangrike faset van beroepsbesluitneming. Volgens Finucane, Alhakami, Slovic en Johnson (2000) is die relatiewe afwesigheid van ‘n teorie en navorsing oor emosionele prosesse in die beroepsbesluitnemingsliteratuur (asook in die algemene literatuur oor besluitneming) ironies, gegewe die prominente rol van affektiewe prosesse in ander subdissiplines binne die sielkunde. Dit kan moontlik toegeskryf word aan die neiging om beroepsvoorligting te beskou as afsonderlik van die praktyk van psigoterapie.

Beroepsvoorligting word tradisioneel gesien as ‘n proses wat fokus op die toetsing van belangstellings, selfontdekkingstrategieë en ‘n soeke na beroepshulpbronne, terwyl psigoterapie emosionele prosesse insluit as integrale deel van die terapeutiese prosesse. Emmerling en Cherniss (2003) beklemtoon dat die ondersoek na emosionele prosesse nie net beperk moet wees tot die terapeutiese prosesse nie, maar ook deel moet wees van enige beroepsbesluitnemingsprosesse. Alhoewel die tradisionele manier van beroepsvoorligting voldoende sal wees vir sommige individue, worstel die meeste individue vandag met meer komplekse probleme – bv. lokus van beheer, identiteitsvorming, outonomieit, ens. – wat alles ‘n dieper begrip vereis van hoe emosies die

beroepsbesluitnemingsproses kan beïnvloed: "...‘personal’ and ‘career’ issues often correlate and interact in the career decision-making process." (Emmerling & Cherniss, 2003, bl. 154).

2. BEROEPSONTWIKKELING AS DEEL VAN DIE BEROEPS-BESLUITNEMINGSPROSES

Sinoniem met beroepsbesluitneming is beroepsontwikkeling. Dit is die antwoord op die vraag: Wat moet beroepsbesluitneming voorafgaan? Beroepsontwikkeling kan reeds vroeg in die kinderjare begin en duur voort in adolessensie en volwassenheid. Beroepsinligting word geleidelik oor tyd ingesamel totdat die volwasse individu gekonfronteer word met 'n finale beroepskeuse. Beroepsbesluitneming is dus nie 'n enkele besluit wat op 'n gegewe tydstip gemaak word nie, maar 'n opeenvolging van 'n reeks besluite, na aanleiding van watter waardes vir die individu belangrik is, watter take en aktiwiteite die individu interessant vind, watter inligting om te soek en hoe om dit te soek, tot watter vlak die individu strewe na sukses en hoe werksrolle geïntegreer sal word by nie-werksrolle (Emmerling & Cherniss, 2003). Dit is alles belangrike beroepsontwikkelingsaspekte in die besluitnemingsproses, wat beïnvloed word deur die individu se eie emosionele vooroordele.

Emosies kan verskeie potensiële invloede hê op die beroepsbesluitnemingsproses, bv. die aantal beroepsmoontlikhede wat oorweeg word, toleransie vir gewaagde beroepsbesluite, die mate waartoe die persoon gewillig is tot selfontdekking, ens. (Emmerling & Cherniss, 2003). Daarom dat Young, Valach en Collin (1996) drie redes noem waarom emosies by beroepsontwikkeling ingesluit moet word:

- ❑ Emosies motiveer aksie en wakker dit ook aan. Gegewe dat sommige beroepsaktiwiteite frustrerend, uitdagend of vervelig kan wees, moet die individu deur emosie aangewakker word om aktiwiteite te kan inisieer en daarmee te kan voortgaan.
- ❑ Emosies beheer en reguleer handeling. Individue maak op interne prosesse staat om besluite oor hul optredes te neem.
- ❑ Emosies is in staat tot toegang, oriëntasie en ontwikkeling van beroepsverhale. Meer spesifiek, emosies word deur die individu aangewend om sy eie beroepstorie te kan vertel.

Om die rol van emosies in beroepsontwikkeling verder te ondersoek, het Young, Paseluikho en Valach (1997) moontlike maniere ondersoek waarop emosies konteks en betekenis gee aan beroepsontwikkeling, asook hoe emosies optrede aanwakker. Dit is gedoen aan die hand van

gesprekke wat tussen ouers en hul adolessente kinders plaasgevind het en daarna geanaliseer is. Bevindinge van die analise toon aan hoe botsende idees oor sekere beroepe en gemeenskaplike gevoelens van spanning en teleurstelling ontstaan het, wanneer ouers en hul kinders nie dieselfde beroepsdoelwitte deel nie. Sterk emosies wat hieruit ontstaan het, het ouers en kinders tot sekere optredes gemotiveer: Ouers het uit besorgdheid aangehou met raad gee en hul adolessente kinders het uit frustrasie gerebelleer teen wat die ouers gesê het. Young et al. (1997) het beklemtoon dat die rol van emosies in die motivering en aanwakker van optredes geïmpliseer word in beroepsontdekking en - besluitnemingsaktiwiteite in terme van hoe 'moontlike beroepe' en 'ongewenste beroepe' emosioneel deur ouers en hul adolessente kinders beoordeel word.

Die kommunikasie van belangstellings en waardes is 'n essensiële komponent van die beroepsvoorligtingsproses. Indien 'n individu sukkel om hierdie belangstellings en waardes te kommunikeer as gevolg van lae Emosionele Intelligensie-vlakke, noodsaak dit meer intensiewe intervensie deur die voorligter, as in die geval van iemand met hoë Emosionele Intelligensie-vlakke. Diegene met meer insig in hul emosionele lewens sal ook groter insig hê in hulle beroepsverwante belangstellings en waardes en ook in staat wees om dit effektief te kommunikeer in die voorligtingsverhouding. Daarmee saam is individue met hoë vlakke van emosionele bewustheid, meer in voeling met hulle eie belangstellings, waardes en behoeftes en dus minder geneig tot vooroordele. 'n Individu sonder Emosionele Intelligensie-vaardighede "may be more prone to biases such [as] social desirability or may have their judgements shaped more by the counseling process itself than their own sense of personal agency." (Emmerling & Cherniss, 2003).

3. EMOSIONELE INTELLIGENSIE EN BEROEPSBESLUITNEMING

Oor die afgelope paar dekades het 'n groeiende bewustheid binne die Beroepsielkunde ontstaan oor rasionele modelle van beroepsbesluitneming, wat nie meer in staat is om die ware kompleksiteit (en emosionaliteit) van die beroepsbesluitnemingsproses te verklaar nie (Emmerling & Cherniss, 2003). In reaksie hierop het beroepsliteratuur toenemenderwys aandag begin gee aan die rol van emosionele ervarings en - uitdrukkings. Verskeie teoretici en navorsers het sedertdien studies onderneem om die invloed van emosies in beroepsverwante optredes en gedrag te bevestig:

3.1 Teoretici se menings oor Emosionele Intelligensie en Beroepsbesluitneming

In hulle bespreking van Emosionele Intelligensie, spreek Caruso en Wolfe (2001) hulle ten gunste uit van emosies en die belangrike rol wat dit in beroepskeuses, asook beroepsontwikkeling, werksbevrediging en werksprestasie, speel. Kidd (1998) sluit hierby aan deur voorspraak te maak dat meer aandag aan die rol van emosies in beroepsontwikkeling gegee moet word. Sy het veral beklemtoon dat emosionele ervaring, uitdrukking van emosies en kommunikasie van emosies, in ag geneem moet word tydens die bespreking van beroepsbesluitnemingsvaardighede, beroepsbestuursvaardighede en beroepsveerkragtigheid. Ook Carson en Carson (1998) het ten opsigte van vroeëre literatuurbesprekings uitgewys waar die onderliggende tema daarop gedui het dat beroepssukses sielkundig gedrewe is. 'n Studie wat hulle daarna oor die verhouding tussen Emosionele Intelligensie en beroepsgebondenheid onderneem het, het op 'n sterk positiewe verhouding tussen die twee konsepte gedui.

3.2 Bandura se selfwerkzaamheidsteorie

Brown, George-Curran en Smith (2003) het in hulle artikel, "The Role of Emotional Intelligence in the Career Commitment and Decision-Making Process," verwys na die toepassing van Bandura se selfwerkzaamheidsteorie op beroepsbesluitneming. Hierdie toepassing van die teorie dui op 'n individu se vertroue in sy/haar eie vermoë om beroepsverwante take suksesvol uit te voer. Brown et al. (2003) redeneer voorts dat individue met lae selfwerkzaamheid, in teenstelling met diegene wat oor hoë selfwerkzaamheid beskik, meer geneig sal wees tot die ervaring van angstigheid gedurende beroepsbesluitnemingstake wat selfs kan lei tot die vermyding daarvan. Ook Cooper (1997) het aangedui dat diegene wat hulle eie gevoelens vertrou en dit effektief gebruik, 'n meer suksesvolle beroep sal beoefen.

3.3 Navorsing wat verband hou met Emosies en Beroepsbesluitneming

Ter illustrasie van die verwantskap tussen emosies en beroepsbesluitneming, het Emmerling en Cherniss (2003) in hulle artikel verwys na die navorsing wat gedoen is oor angstigheid en beroepsbesluiteloosheid. Alhoewel 'n konsekwente korrelasie tussen die twee konstrakte reeds bevind is, het bevindinge verwant aan die neurowetenskappe van besluitneming, asook bevindinge vanuit die literatuur oor besluitneming, daarop gedui dat bykomende verhoudings tussen affek en die beroepsbesluitnemingsproses ondersteun – waarvan baie verhoudings ooreenstem met die teorie van Emosionele Intelligensie. Hierdie navorsing deur die neurowetenskappe het uitgebrei tot die ondersoek na verdere verhoudings tussen emosies en besluitneming:

In an experiment that compared normal participants with those with bilateral damage to the ventromedial prefrontal cortices, a condition associated with extremely low levels of emotional responding but otherwise normal cognitive function, it was found that participants with damage to their ventromedial prefrontal cortices failed to notice and incorporate subtle emotional cues into their decision making in an experimental gambling task. The gambling task was intended to stimulate real-life decision making in the way it factors uncertainty, reward, and penalties... The authors concluded that the skin conductance responses detected are evidence for a complex process of nonconscious signaling that allows access to previous experience, specifically of records shaped by reward, punishment, and the emotional state that attends them. (Emmerling en Cherniss, 2003, bl.159)

Bogenoemde verskynsel, genaamd die “somatic marker hypothesis” (Damasio, 1994) ondersteun die gedagte dat vorige ervarings van beloning en straf, hartseer en geluk, plesier en pyn, ens., fisiologiese veranderinge in die liggaam produseer, wat dan as onderskeibare emosies ervaar word. Hierdie emosies word dan geënkodeer as emosionele herinneringe, wat lei tot die totstandkoming van ‘n “emotional memory bank” (Emmerling & Cherniss, 2003). Hierdie emosionele herinneringe word dan geheraktiveer tydens die besluitnemingsproses wat die individu in staat stel om vinnig en effektief waardes toe te voeg tot die verskeie moontlikhede wat aangebied word. Hierdie navorsing bevestig ook die onbewustelike invloede wat affek dikwels op die besluitnemingsproses uitoefen. Die beroepsbesluitnemingsproses word dan gefasiliteer deurdat individue in staat is om toegang te verkry tot hulle emosionele herinneringe en dit dan effektief aan te wend tydens beroepsassessering en -onderhoudvoering. Aanwending van hierdie emosionele herinneringe verwys dan veral na oordele wat gemaak word oor beroepsverwante waardes en belangstellings.

Indien ‘n individu nie in staat is om bewustelik of onbewustelik gebruik te maak van sy/haar “emotional memory bank” (Emmerling & Cherniss, 2003) nie, beperk dit sy/haar vermoë om te antisipeer hoe verskillende aspekte van ‘n gegewe beroep hulle sal laat voel, asook watter waardes vir hulle in ‘n gegewe werkskonteks belangrik sou wees. Individue wat nie oor hierdie vaardighede beskik nie, sal waarskynlik ook sukkel met ander take van die beroepsbesluitnemingsproses, bv. bepaling van belangstellings en om selfontdekking te onderneem. Zajonc (1980) het egter uitgewys dat assessering van belangstellings en waardes meer kognitief as affektief is. Die teenargument hierop is dat affektiewe reaksies dikwels die eerste reaksie is op enige stimuli, dat dit outomaties plaasvind en dat dit daaropvolgende inligtingsprosessering lei. Hierdie standpunt is konsekwent met die teorie van Emosionele Intelligensie (Emmerling & Cherniss, 2003).

3.4 Die potensiële negatiewe invloed van emosies op beroepsbesluitneming

Alhoewel affek beskou word as 'n belangrike faktor wanneer individue oor hul spesifieke belangstellings en waardes oordeel, het affek ook die potensiaal om kennis sodanig te verander dat dit lei tot beperkte oordeel en besluitneming: "...emotions are adaptive when they prioritize thinking in a way that ensures that we attend to the most important or distressing aspects of a decision. On the other hand, the anxiety that is often associated with chronic career indecision can be viewed as maladaptive." (Crites, 1974). Dit blyk dus aanneemlik te wees dat diegene wat hoog in Emosionele Intelligensie registreer, beter in staat sal wees om hulle emosionele reaksies op die beroepsbesluitnemingsproses te beheer, as diegene laer in Emosionele Intelligensie. Diegene hoër in Emosionele Intelligensie sal moontlik ook beter in staat wees om die emosionele eise, wat met dieper selfontdekking gepaard gaan, te hanteer.

3.5 Emosies en risiko-optrede tydens Beroepsbesluitneming

Literatuur oor die rol van affek en die persepsie van gewaagde- of riskante besluite, blyk relevant te wees in hierdie bespreking, gegewe dat enige beroepsbesluit 'n mate van risiko inhou. Navorsing deur Isen en haar kollegas (Isen & Geva, 1987; Isen, Nygren & Ashby, 1988; Isen & Patrick, 1983) het konsekwent daarop gedui dat individue met 'n positiewe affektiewe gemoedstoestand meer risiko-aversief optree as diegene met 'n negatiewe of neutrale affektiewe gemoedstoestand. Isen se navorsing oor "mood maintenance" (Isen & Geva, 1987) het daarop gedui dat individue met 'n positiewe gemoedstoestand gemotiveerd is om daardie positiewe gemoedstoestand te handhaaf deur gewaagde situasies of keuses te vermy. Die faktore betrokke by iemand met 'n negatiewe gemoed is egter baie meer kompleks as bloot 'n groter geneigdheid tot risiko's. Leith en Baumeister (1996) het gevind dat negatiewe affek slegs lei tot risikobesluitneming, wanneer die negatiewe affek gepaard gaan met hoë vlakke van opwekking, bv. verleentheid of woede. Nóg hartseer nóg neutrale gemoedstoestande het gelei tot hoë vlakke van risikogedrag.

Die gevolgtrekking wat gemaak kan word, is dat angstige of gespanne individue geneig is om te fokus op die potensiële beloning van risikogedrag as 'n moontlike oplossing vir hulle negatiewe gemoedstoestande. Die moontlike negatiewe gevolge van hierdie risikokeuse word dus nie voldoende oorweeg nie. Die toegeneentheid van 'n individu tot risikogedrag, wat gepaard gaan met sy/haar heersende gemoedstoestand, speel dus 'n belangrike rol in die sistematiese prosessering van inligting rakende 'n emosioneel-intelligente beroepsbesluit.

3.6 Die motiveringseienskappe van emosies

Emosioneel-intelligente beroepsbesluitnemers is in 'n voordelige posisie deurdat hulle gebruik kan maak van die motiverende eienskappe van emosies: "...focusing on specific emotions during the decisionmaking process motivates adaptive behavior by encouraging decision makers to weigh multiple affective components when making career decisions" (Salovey, Bedell, Detweiler, & Mayer, 2000). Die vermoë om op positiewe emosies gedurende die beroepsbesluitnemingsproses te fokus, motiveer individue om eenvoudige besluitnemingstake – bv. insameling van inligting en selfontdekking – uit te voer. Hierdie motivering spoel dan oor na ander take, wat verwant is aan die implementering van beroepsbesluite, bv. volgehoue opleiding en werksoekgedrag.

3.7 Samevatting

Die vermoë om emosies te beheer en te verstaan moet nie beskou word as 'n beperking op emosionele ervarings nie, maar eerder as die vermoë tot ontvanklikheid van beide positiewe en negatiewe emosies. Ervarings in die alledaagse sosiale omgang met mense ontlok dikwels sterk emosies – trots, skuldgevoelens, geluk, woede, frustrasie, ens. Hierdie ervarings moet beskou word as 'n ryk bron van emosionele inligting oor jouself, soos waarvan jy hou en nie hou nie, sterkpunte en gebiede vir potensiële ontwikkeling. Diegene wat hulself afsluit vir emosionele ervarings, is nie in 'n posisie om waardevolle inligting oor hulle eie belangstellings, waardes en motivering te bekom nie.

1. 'N VOORGESTELDE TOETSBATTERY VIR EMOSIONEEL-INTELLIGENTE BEROEPSBESLUITNEMING.

'n Psigometriese toetsbattery wat die proses van Beroepsbesluitneming kan fasiliteer deur die meting van Emosionele Intelligensie, Persoonlikheidseienskappe en Beroepsbelangstelling, word as die ideaal beskou. Motiverings vir die gebruik van elkeen van hierdie toetse word vervolgens bespreek.

4.1 Motivering vir die gebruik van 'n Emosionele Intelligensie-vraelys (bv. MSCEIT) in 'n Emosioneel-intelligente Beroepsbesluitnemingproses:

Die Emosionele Intelligensie-vraelys, wat voorgestel word as komponent van 'n volledige beroepsbesluitnemingsbattery, is die MSCEIT (sien volledige bespreking onder 3.5.2). Volgens Emmerling en Cherniss (2003) is individue se emosionele ervarings in die verlede buite rekening gelaat ter wille van rasonale modelle van beroepskeuses. Alhoewel standaard beroepstegniese voldoende is vir beroepsvoorligtingspraktyke, is hierdie navorser daarvan oortuig dat 'n dieper ontdekking van emosies, geassosieer met beroepskeuse, baie individue sal voorsien van 'n meer bruikbare en betekenisvolle beroepsintervensie. Individue worstel met probleme rondom afhanklikheid, lokus van beheer, identiteit, ens., wat moontlik aan wanaangepaste emosionele skemas gekoppel is. Dit is onwaarskynlik dat hierdie wanfunksies deur die gebruik van standaard beroepsassesseringstegniese geïdentifiseer sal word. Die verskil tussen 'n gewone en 'n unieke beroepsintervensie kan gemaak word deur 'n Emosionele Intelligensie-raamwerk in die voorligtingsverhouding te betrek. Dit kan veral individue help wat sukkel met die persepsie en verstaan van hul eie en ander se emosies.

'n Onlangse studie (Multon, Heppner, Gysbers, Zook, & Ellis-Kalto, 2001) het bevind dat 60% van volwasse kliënte (gemiddelde ouderdom = 33 jaar) wat aangemeld het vir beroepsvoorligting, later beskou is as "psychologically distressed." Hierdie bevinding beklemtoon die behoefte dat beroepsvoorligters nie net opgelei moet word in beroepsassesseringsvaardighede nie, maar ook in die diagnosering van sielkundige stres en Emosionele Intelligensie.

4.1.1 Die rol van die Beroepsvoorligter

Die interverwantskap tussen persoonlike - en beroepskwessies word tydens beroepsvoorligting aan die individu verduidelik. Met ander woorde, die individu word gehelp om sy/haar eie emosionele reaksies – wat ook sy/haar beroepskeuses beïnvloed – te verstaan en ook te verstaan hoe sy/haar

emosionele reaksies verskillende aspekte van die beroepsbesluitnemingsproses kan fasiliteer. Deur middel van die Emosionele Intelligensie-raamwerk kan die voorligter ook individue identifiseer wat 'n meer gefokusde intervensie benodig ten einde spesifieke EI-aspekte te bevorder (Emmerling & Cherniss, 2003). Diegene laer in Emosionele Intelligensie kan voordeel trek uit tegnieke wat hulle sal aanmoedig om met spesifieke emosies te werk wat met die beroepsbesluitnemingsproses verband hou. Dieper betekenis van emosionele reaksies kan ook ondersoek word. Hierdie benadering het uiteindelik ten doel om die individu se emosionele selfbewustheid te verhoog, om sodoende effektiewe beroepsbesluitneming te verseker.

4.2 Motivering vir die gebruik van 'n Beroepsbelangstellingsvraelys (bv. CareerDirect®) in 'n Emosioneel-intelligente Beroepsbesluitnemingproses:

Career Direct® is 'n beroepsbelangstellingsvraelys wat deur Crown Financial Ministries (www.crown.org) oor 'n tydperk van tien jaar ontwikkel is. Crown Financial Ministries, gevestig deur Larry Burkett en Howard Dayton, is 'n internasionale nie-winsgewende bedieningsorganisasie wat homself daaraan toewy om mense te help om finansiële vryheid te bekom. Die vraelys is in Noord-Amerika gestandaardiseer op die response van 80 000 volwassenes en studente. Tans poog Jan en Alet Strydom (2004) om hierdie beroepsbelangstellingsvraelys ook in Suid-Afrika te standaardiseer. *Career Direct®* is nie 'n geregistreerde sielkundige meetinstrument nie en moet dus nie as sodanig gebruik word nie: "The Career Direct Survey should not be used to identify, diagnose, or treat psychological, mental health, and/or medical problems." (Bylaag C, bl. 4).

Die onderliggende beginsel van die *Career Direct®*-vraelys dui daarop dat individue wat hul beroepe in ooreenstemming met hul persoonlikhede, belangstellings, vaardighede en waardes kies, 'n groter moontlikheid tot 'n suksesvolle en bevredigende beroepskeuse het. Sleutelinligting word uitgelig waarvolgens die individu sy/haar unieke persoonsamestelling kan begryp, asook die tipe beroep wat daarby pas: "The purpose of this instrument is self-discovery. It is designed to help people identify their natural personality strengths, and their potential vocational interests, skills, and values." (Bylaag C, bl.4). Motivering vir die gebruik van *Career Direct®* as beroepsbelangstellingsvraelys hou dus direk verband met die unieke insluiting van persoonlikheidseienskappe, wat nie by die meeste ander beroepsbelangstellingsvraelyste ingesluit word nie. So 'n insluiting betrek persoonlikheid dus van die begin af as 'n bepalende faktor in die uiteindelijke beroepskeuse.

Die *Career Direct*®-vraelys word in vier hoofkomponente verdeel, nl. Persoonlikheid, Beroepsbelangstellings, Vaardighede en Vermoëns, en Waardes, wat elkeen verder in onderafdelings verdeel word (sien bylaag C vir 'n voorbeeld van die volledige *Career Direct*®-verslag):

□ Persoonlikheid:

- Dominansie
 - Assertiwiteit
 - Onafhanklikheid
 - Openhartigheid
- Ekstroversie
 - Entoesiasme
 - Sosiaal
 - Verbaal
- Barmhartigheid
 - Simpatiek
 - Ondersteunend
 - Verdraagsaam
- Konsensieusheid
 - Noukeurigheid
 - Georganiseerdheid
 - Prestasiegedrewenheid
- Avontuurlustigheid
 - Uitdagend
 - Ambisieus
- Innoverendheid
 - Verbeeldingryk
 - Bekwaamheid

□ Beroepsbelangstellings

- Doen
 - Meganies
 - Buitemuurs/Landbou
 - Atletiek
 - Avontuur

- Hulp
 - Diens
 - Vervoer
 - Dieresorg
 - Verbruikerswetenskap
- Invloed
 - Bestuur/Verkope
 - Regte/Politiek
 - Berading
 - Internasionaal
 - Godsdienstig
 - Opvoedkundig
- Analities
 - Wetenskap/Gesondheid
 - Tegnologiese Wetenskappe
 - Berekeninge/Finansieel
- Ekspressionisties
 - Uitvoerend/Kommunikatief
 - Skryf
 - Artisties
- Vaardighede en Vermoëns
 - Organiserend
 - Analities
 - Werk met ander
 - Interpersoonlik
 - Klerklik
 - Besturend
 - Skryf
 - Kruiskultureel
 - Wiskundig
 - Meganies
 - Bemarkend
 - Atleties
 - Artisties

- Musikaal
- Waardes
 - Werksomgewing
 - Onafhanklikheid
 - Goed georganiseerdheid
 - Verskeidenheid
 - Uitdaging
 - Skoon omgewing
 - Harmonie
 - Gelykheid
 - Aanpasbare werksure
 - Stabiliteit
 - Reis
 - Buitemuurs
 - Avontuur/Risiko
 - Werksuitkomste
 - Leierskap
 - Hoë inkomste
 - Sekuriteit
 - Erkenning
 - Volgehoue opleiding
 - Beroepsvordering
 - Ander te help
 - Intellektuele stimulering
 - Lewenswaardes
 - Integriteit
 - Dien God
 - Familie/gesin
 - Vriende
 - Dien ander
 - Prestasie
 - Ontspanning
 - Estetika
 - Geld

Die *Career Direct*®-vraelys het 'n opvoedkundige weergawe wat op skoliere van toepassing is en 'n volwasse weergawe vir studente en beroepslui. Beide weergawes kan op CD-ROM of met pen en papier afgelê word en duur ongeveer 1 tot 1½ uur om te voltooi. Die *Career Direct*® *Guidance System*, waarvan die vraelys die hoofkomponent is, sluit ook die volgende in:

- ❑ 35 bladsy verslag
- ❑ 'Job Sampler'
- ❑ Aksieplan
- ❑ Twee uur terugvoersessie
- ❑ Toekomstige ondersteuning
- ❑ Twee verwysingsboeke, nl. *The Guide to College Majors and Career Choices* (word voorsien as 'n PDF-elektroniese boek), wat meer as 700 beroepsbeskrywings bevat met gepaardgaande opvoedkundige vereistes; en *The PathFinder*, 'n sagteband boek wat inligting bevat oor CV's, werksoektogte, onderhoudstegnieke, ens.
- ❑ Drie CD-ROM's met ses ouditiewe boodskappe ter aanmoediging en ondersteuning van die inligting wat tydens die assessering bekom is.

'n Huidige tekortkoming van *Career Direct*® dui op die Amerikaanse konteks wat in die verslag deurskemer. Hier word veral verwys na terminologie, bv. "college degree" (Bylaag, bl.18), waar in Suid-Afrika verwys sou word na 'n universiteitsgraad. Baie tyd en energie word egter tans deur Suid-Afrikaners bestee om *Career Direct*® uiteindelik op Suid-Afrikaanse norme te standaardiseer (Strydom, 2004).

4.3 Motivering vir die gebruik van 'n Persoonlikheidsvraelys (bv. MBTI) in 'n Emosioneel-intelligente Beroepsbesluitnemingproses:

Die motivering vir die gebruik van 'n persoonlikheidsvraelys is tweeledig. Eerstens kan die persoonlikheidsvraelys persoonlikheidseienskappe bevestig wat reeds deur die *Career Direct*®-beroepsbelangstellingsvraelys geïdentifiseer is. Die persoonlikheidsvraelys se resultate dien dus as ondersteuning vir resultate wat in *Career Direct*® verkry is en maak sodoende daardie resultate meer geldig. Tweedens bied die persoonlikheidsvraelys, getrou aan sy aard, grondige inligting en toepaslike uitbreidings rakende die betrokke persoonlikheidseienskappe.

Die Myers Briggs Tipe Indikator (MBTI) word gekies as komponent van die Emosioneel-Intelligente Beroepsbesluitnemingsproses se toetsbattery, aangesien dit beskik oor 'n sterk teoretiese grondslag – 'n navorsings- en ontwikkelingsgeskiedenis van meer as 50 jaar – en internasionaal

gebruik word as instrument vir die verstaan van normale persoonlikheidsverskille (Briggs Myers, 1998). Die MBTI is 'n selfrapporteringsvraelys wat ontwikkel is om Jung se teorie van sielkundige tipes verstaanbaar en bruikbaar in die alledaagse lewe te maak. Voorts verklaar MBTI-resultate basiese patrone van menslike funksionering en identifiseer waardevolle verskille tussen normale, gesonde individue – verskille wat lei tot vele misverstande en wankommunikasie. Die MBTI word in die praktyk vir die volgende doeleindes aangewend:

- Selfbegrip en –ontwikkeling
- Beroepsontwikkeling en –ontdekking
- Organisatoriese ontwikkeling
- Spanbou
- Bestuur- en leierskapsopleiding
- Probleemoplossing
- Verhoudingsvoorligting
- Opvoedkundige en kurrikulumontwikkeling
- Akademiese voorligting
- Diversiteit en multikulturele opleiding

Deur die MBTI-vraelys af te lê en terugvoer daarvoor te ontvang, word die individu gehelp om unieke sterktes in hom/haarself te identifiseer. Die inligting bevorder begrip van die self, eie motiverings, natuurlike sterktes en potensiële gebiede vir groei. Die MBTI help ook die individu om mense beter te verstaan wat t.o.v. persoonlikheid van hom/haar verskil: “Understanding your MBTI type is self-affirming and encourages cooperation with others.” (Briggs Myers, 1998). Inligting wat van die MBTI verkry word, het dus ten doel om die resultate van beide die MSCEIT en *Career Direct*®-vraelyste aan te vul en te bevestig.

4.4 Kwalitatiewe vraelys

Geen psigometriele assessering is volledig sonder 'n kwalitatiewe onderhoud of vraelys nie. Dit gee die voorligter meer inligting oor die subjektiewe werêld, bv. geskiedenis, ondervinding, ens., van die individu en help om 'n beroep by die konteks van die individu te pas. Afgesien van die normale vrae oor skoolastiese - en opleidingsgeskiedenis, stel Denton (2004) ook die volgende kwalitatiewe vrae – soms met 'n filosofiese ondertoon – voor:

- Wat is jou passie in die lewe? Wat inspireer jou?
- Watter missie en waardes strewe jy na?
- Wat is jou drome en vrese?
- Wat gee jou hart, gees, liggaam en verstand energie?
- Wat kompliseer jou lewe op die oomblik? Wat hou jou snags wakker?
- Hoe sal jy onthou wil word?
- Wat is die goed wat jy moet: Laat gaan, staak, handhaaf of inisieer?
- As jy enigiets kan verander, wat sal dit wees?
- Watter eksterne faktore motiveer of inhibeer jou?
- Wat is jou kort-, medium- en langtermyn doelwitte?
- Watter gevare of verborge geleenthede skuil in jou keuses?
- Tot watter mate staan jy verandering teen?

Elke individu het in hom/haarself die potensiaal om goeie keuses te maak, wat uiteindelik sal lei tot volhoubare geluk. Soms is individue te bang om sekere (beroeps-) keuses te maak of hulle weet nie altyd wat hulle werklik wil hê nie. Deur 'n proses van selfontdekking word die individu dan bemaagtig om volhoubare en suksesvolle besluite te neem, wat uiteindelik lei tot 'n vlak van emosionele intelligensie. Emosionele intelligensie inspireer individue om uit hul foute te leer en om 'n verskil in die wêreld te maak. Denton (2004) illustreer emosionele intelligensie aan die hand van twee bekende aanhalings, waarmee hierdie bespreking dan ook afgesluit word:

“I am a slow walker, but I never walk backwards.”

- Abraham Lincoln

“One must be the change one wishes to see in the world”

- Ghandhi

4. SAMEVATTING

Die konsep van Emosionele Intelligensie is gekritiseer as net nóg 'n term vir persoonlike - of sosiale vaardighede. Hierdie vaardighede en bevoegdhede is nou met behulp van navorsing duidelik gedefinieer, as 'Emosionele Intelligensie'. Navorsers het tot die gevolgtrekking gekom dat intellektuele vaardighede nie alleen die deurslaggewende faktor is vir sukses in enigiens se beroep- en persoonlike lewe nie, maar dat emosionele bevoegdhede net so belangrik (indien nie belangriker nie) is as kognisies. Die ideaal is uiteindelik om 'n ewewig te verkry tussen Intellektuele en Emosionele Intelligensie.

'n Verklarende teorie oor die invloed van emosies op beroepsbesluitneming was tot dusver afwesig in die veld van Beroepsielkunde. Emosionele Intelligensie spreek hierdie leemte aan deur 'n teoretiese grondslag te voorsien vir die insluiting van affektiewe prosesse in beroepsbesluitneming. Deur uiteindelik die belangrike rol van emosies in beroepsverwante besluitneming te verklaar, kan begryp word waarom Emosionele Intelligensie deur navorsers as 'n kritiese veranderlike in beroepsukses en -tevredenheid beskou word.

Dit is egter belangrik om in gedagte te hou dat Emosionele Intelligensie 'n wye verskeidenheid bevoegdhede insluit, wat reeds vir baie jare deur sielkundiges bestudeer word: "Bits and pieces of EQ skill-building have been around for several years, in the form of assertiveness training, stress management, anger control and 'people skills'. EQ encompasses all these but goes much further, to include emotional self-awareness, flexibility, impulse control, optimism, empathy and relationship building." (Kaye, 1998). Emosionele Intelligensie is dus nie iets nuuts nie. Inteendeel, dit is gebaseer op 'n lang geskiedenis van navorsing en teorie in persoonlikheid-, sosiale -, beroep- en bedryfsielkunde!

Ten slotte is dit die wens van hierdie navorser dat die tyd en energie wat bestee word aan die wetenskaplike navorsing van Emosionele Intelligensie in 'n wye reeks van ander domeine, ook uitgebrei sal word in die veld van Beroepsielkunde, sodat 'n beter begrip ontwikkel kan word van die interaksie tussen emosies en kognisies in die beroepsbesluitnemingsproses.

VERWYSINGSLYS

- Ashkanasy, N.M., & Daus, C.S. (2002). Emotion in the workplace: The new challenge for managers. *Academy of Management Executive*, 16(1), 76 – 86.
- Bar-On, R. (1988). *The development of an operational concept of psychological well-being*. Ongepubliseerde doktorske proefskrif, Universiteit van Rhodes, Grahamstad.
- Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-i): Technical Manual*. Toronto: Multi-Health Systems.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On & J.D.A. Parker (Reds.), *Handbook of emotional intelligence* (pp. 363 – 388). San Francisco: Jossey-Bass.
- Bechara, A., Damasio, H., Damasio, A.R., & Lee, G.P. (1999). Different contributions of the human amygdala and ventromedial prefrontal cortex to decision-making. *Journal of Neuroscience*, 19, 5473 – 5481.
- Bechara, A., Damasio, H., Tranel, D., & Damasio, A.R. (1997). Deciding advantageously before knowing the advantageous strategy. *Science*, 275, 1293 – 1295.
- Briggs Myers, I. (1998). *Introduction to TYPE. A guide to understanding your results on the Myers-Briggs Type Indicator®*. Consulting Psychologists Press: California
- Brown, C., George-Curran, R., & Smith, M.L. (2003). The role of emotional intelligence in the career commitment and decision-making Process. *Journal of Career Assessment*, 11(4), 379 – 392.
- Carson, K.D., & Carson, P.P. (1998). Career commitment, competencies, and citizenship. *Journal of Vocational Behavior*, 6(2), 195 – 208.

- Caruso, D.R., & Wolfe, C.J. (2001). Emotional intelligence in the workplace. In J. Ciarrochi, J.P. Forgas, & J. Mayer (Eds.), *Emotional intelligence in everyday life: A scientific inquiry* (pp. 150 – 167). Philadelphia: Taylor & Francis.
- Caudron, S. (1999). The hard case for soft skills. *Workforce*, 78(7), 60 – 66.
- Cherniss, C. (2000). *Emotional Intelligence: What it is and why it matters*. Onttrek van "Wêreldwye Web": <http://www.eiconsortium.org>.
- Ciarrochi, J.V., Chan, A.Y.C., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539 – 561.
- Cobb, C.D., & Mayer, J.D. (2000). Emotional intelligence: What the research says. *Educational Leadership*, 58(3), 14 – 18.
- Cooper, R.K. (1997). Applying emotional intelligence in the work place. *Training and Development*, 51(12), 31 – 38.
- Cooper, R.K., & Sawaf, A. (1997). *Executive EQ: Emotional intelligence in leadership and organisations*. New York: Grosset/Putnam.
- Crites, J.O. (1974). Career counseling: A review of major approaches. *Counseling Psychologist*, 4, 3-23.
- Damasio, A.R. (1994). *Descartes' error: Emotion, reason, and the human brain*. New York: Grosset/Putnam.
- Daus, C.S., & Ashkanasy, N.M. (onbekend). Will the real emotional intelligence please stand up? On deconstructing the Emotional Intelligence "Debate". Onttrek van "Wêreldwye Web": http://www.eqi.org/real_ei.htm
- Davies, M., Stankov, L., & Roberts, R.D. (1998). Emotional intelligence: In search of an elusive construct. *Journal of Personality and Social Psychology*, 75(4), 989 – 1015.

- Denton, M. (2002). *People and change management*. [CD-ROM]. Strong message publications.
- Denton, M. (2004). *Emosionele Intelligensie*. Persoonlike Kommunikasie. Universiteit van Stellenbosch Besigheidskool.
- Denton, M., & Lategan, M. (2003). *Optimising human capital through emotional intelligence*. Strong Message Publications, Suid-Afrika.
- De Wit, H.B. (2002). *Emosionele intelligensie: 'n Oorsig oor die konseptualisering en meting daarvan*. Ongepubliseerde meesterstesis, Universiteit van Stellenbosch.
- Emmerling, R.J., & Cherniss, C. (2003). Emotional intelligence and the career choice process. *Journal of Career Assessment*, 11(2), 153 – 167.
- Emmerling, R.J., & Goleman, D. (2003). Emotional intelligence: Issues and common misunderstandings. *The consortium for research on emotional intelligence in organizations: Issues in EI*. Onttrek van die "Wêreldwye Web": www.eiconsortium.org.
- Finucane, M.L., Alhakami, A., Slovic, P., & Johnson, S.M. (2000). The affect heuristic in judgements of risks and benefits. *Journal of Behavioral Decision Making*, 13, 1-17.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Harper-Collins.
- George, J.M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027 – 1055.
- Goleman, D. (1995). *Emotional intelligence. Why it can matter more than IQ*. London: Bloomsbury Publishing.
- Goleman, D. (1998a). *Working with emotional intelligence*. New York: Bantam Books.
- Goleman, D. (1998b). What makes a leader? *Harvard Business Review*, November-Desember.

- Goleman, D. (2000a). Emotional intelligence. In Sadock, B. en Sadock, V. (Reds.), *Comprehensive textbook of psychiatry*, 7^{de} uitgawe. Philadelphia: Lippincott Williams & Wilkins.
- Goleman, D. (2000b). Leadership that gets results. *Harvard Business Review*, Maart – April.
- Goleman, D. (2001). Emotional intelligence: Issues in paradigm building. In C. Cherniss, & D.Goleman (Reds.), *The emotionally intelligent workplace* (Hfst.2).
- Hays, S. (1999). American express taps into the power of emotional intelligence. *Workforce*, 78(7), 72-74.
- Hein, S. (2002). *Emotional intelligence*. Onttrek van "Wêreldwye Web": <http://www.eqi.org>.
- Isen, A.M., & Geva, N. (1987). The influence of positive affect on acceptable level of risk: The person with a large canoe has a large worry. *Organizational Behavior and Human Decision Processes*, 39, 145-154.
- Isen, A.M., Nygren, T.F., & Ashby, F.G. (1988). Influence of positive affect on the subjective utility of gains and losses: It is just not worth the risk. *Journal of Personality and Social Psychology*, 55(5), 710-717.
- Isen, A.M., & Patrick, R. (1983). The effect of positive feelings on risk-taking: When the chips are down. *Organizational Behavior and Human Performance*, 31, 194-202.
- Katz, M. (1998). Emotional Intelligence. *People Dynamics*, 16(8), 50.
- Kaye, M. (1998). How feelings can kick-start your career. *Canadian Living*, 23(5), 63 – 73.
- Kidd, J.M. (1998). Emotion: An absent presence in career theory. *Journal of Vocational Behaviour*, 52(3), 275 – 288.
- Krone, K., & Dougherty, D. (1999). Book review. Goleman, D. (1998). Working with emotional intelligence. *Management Communication Quarterly*, 13(2), 337 – 343.

- Laabs, J. (1999). Emotional Intelligence at work. *Workforce*, 78(7), 68 – 71.
- LeDoux, J. (1996). *The emotional brain: The mysterious underpinnings of emotional life*. New York: Simon & Schuster.
- Leith, K.P., & Baumeister, R.F. (1996). Why do bad moods increase self-defeating behavior? Emotion, risk taking, and self-regulation. *Journal of Personality and Social Psychology*, 71(6), 1250-1267.
- Le Roux, R., & De Klerk, R. (2001). *Emotional intelligence workbook. The all-in-one guide for optimal personal growth!* Kaapstad: Human & Rousseau (Pty) Ltd.
- Maloney, M.P., & Ward, M.P. (1976). *Psychological assessment: A conceptual approach*. New York: Oxford Press.
- Mayer, J.D. (1999). Emotional intelligence: Popular or scientific psychology? *APA Monitor*, 30(8).
Onttrek van die "Wêreldwye Web": <http://www.apa.org/monitor>.
- Mayer, J.D., & Beltz, C.M. (1998). Socialization, society's "emotional contract", and emotional intelligence. *Psychological inquiry*, 9(4), 300 – 303.
- Mayer, J.D., Caruso, D.R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267 – 298.
- Mayer, J.D., & Cobb, C.D. (2000). Educational policy on emotional intelligence: Does it makes sense? *Educational Psychology Review*, 12(2), 163 – 183.
- Mayer, J.D., DiPaolo, M., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54(3), 772 – 781.
- Mayer, J.D., & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence*, 22, 89 – 113.

- Mayer, J.D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17, 433 – 442.
- Mayer, J.D., & Salovey, P. (1997a). *Overview of emotional intelligence*. Onttrek van "Wêreldwye Web": <http://www.emotionaliq.org>
- Mayer, J.D., & Salovey, P. (1997b). What is emotional intelligence? In P. Salovey & D.J. Sluyter (Reds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3-34). New York: Basic Books.
- Mayer, J.D., & Salovey, P. (1997c). What is emotional intelligence? In P. Salovey, & D.J. Sluyter (Reds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-31). New York: Basic Books.
- Mayer, J.D., Salovey, P., & Caruso, D.R. (1998). Competing models of emotional intelligence. In R.J. Sternberg (Red.), *Handbook of human intelligence* (2^{de} uitgawe). New York: Cambridge University Press.
- Mayer, J.D., Salovey, P., & Caruso, D.R. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) User's Manual*. Toronto, Canada: MHS Uitgewers.
- McMullen, B. (2003). Emotional intelligence. *Student BMJ*, 11, 18 – 20.
- Multon, K.D., Heppner, M.J., Gysbers, N.C., Zook, C., & EllisKalton, A. (2001). Client psychological distress: An important factor in career counseling. *Career Development Quarterly*, 49(4), 324-335.
- Petrides, K.V., & Furnham, A. (2000). On the dimensional structure of Emotional Intelligence. *Personality and Individual Differences*, 29, 313 – 320.
- Planalp, S. (1999). Communicating emotion: Not just for interpersonal scholars anymore. *Communication Theory*, 9(2), 216 – 228.

- Salovey, P., Bedell, B.T., Detweiler, J.B., & Mayer, J.D. (2000). Current directions in emotional intelligence research. In M.Lewis & J.M. Haviland-Jones (Reds.), *Handbook of emotions*, 2^{de} uitgawe. (pp.505-520). New York: Guilford.
- Salovey, P., & Mayer, J. (1990). Emotional intelligence. *Imagination, cognition, and personality*, 9(3), 185 – 211.
- Singh, N.J. (1999). *Management evolution: The role of emotional intelligence as a fundamental management tool for future business leaders*. Ongepubliseerde meesterstesis, Universiteit van Stellenbosch.
- Song, K.M. (2003). When it comes to emotional intelligence, reporter is just average. *The Seattle Times*. [Newspaper source]. Onttrek van die "Wêreldwye Web": <http://www.ebschohost.org>.
- Strydom, J., & Strydom, A. (2004). *Career Direct® guidance system*. Persoonlike kommunikasie.
- Visser, M. (2002). *The role of emotional intelligence in developing the human potential*. Ongepubliseerde meesterstesis, Universiteit van Stellenbosch.
- Wechsler, K. (1958). *The measurement and appraisal of adult intelligence*. Baltimore, Md. (4^{de} uitgawe). Williams and Wilkins Company, 7 – 103.
- Young, R.A., Paseluikho, M.A., & Valach, L. (1997). The role of emotion in the construction of career in parent-adolescent conversations. *Journal of Counseling and Development*, 76, 36 – 44.
- Young, R.A., Valach, L., & Collin, A. (1996). A contextual explanation of career. In D. Brown & L. Brooks (Reds.), *Career Choice and Development* (3^{de} uitgawe, pp. 477 – .512). San Francisco: Jossey-Bass.
- Zajonc, R.B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, 35, 151-175.

BYLAAG A

‘n Vergelyking van die drie belangrikste teorieë met betrekking tot Emosionele Intelligensie (aangepas uit Mayer en Salovey, 1997a).

	MAYER-SALOVEY-CARUSO	BAR-ON	GOLEMAN																																																				
Definisie van Emosionele Intelligensie	“the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.”	“...an array of noncognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”	“...emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work”																																																				
Toets	Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT)	BarOn EQ-i	Emotional Competence Inventory (ECI-360)																																																				
Uitgewer	MHS	MHS	Hay-McBer																																																				
Toetsmetode	Meting van vermoëns	Selfrapportering	Observeerder/Self																																																				
Wat word gemeet	Emosionele Intelligensie	Emosionele-intelligente gedrag	Vermoëns																																																				
Voorbeeld van toets items:	<p>Kyk na die gesig in die prentjie. Dui aan hoe die persoon voel:</p> <table><tr><td></td><td>Geen</td><td></td><td></td><td></td><td>Baie</td></tr><tr><td>Kwaad</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Hartseer</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Gelukkig</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>		Geen				Baie	Kwaad	1	2	3	4	5	Hartseer	1	2	3	4	5	Gelukkig	1	2	3	4	5	<p>1. Ek het goeie verhoudings met ander. 2. Dit is pret om saam met my te wees.</p> <table><tr><td>Waar</td><td></td><td></td><td></td><td>Onwaar</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Waar				Onwaar	1	2	3	4	5	<p>1. Ek is bewus van my eie gevoelens. 2. Ontvanklik vir nuwe idees. 3. Bou graag nuwe bande.</p> <table><tr><td>Min</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>Baie</td></tr><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td></td><td></td></tr></table>	Min								Baie	A	B	C	D	E	F	G		
	Geen				Baie																																																		
Kwaad	1	2	3	4	5																																																		
Hartseer	1	2	3	4	5																																																		
Gelukkig	1	2	3	4	5																																																		
Waar				Onwaar																																																			
1	2	3	4	5																																																			
Min								Baie																																															
A	B	C	D	E	F	G																																																	

BYLAAG B

Top tien voorstelle vir die ontwikkeling van Emosionele Intelligensie (aangepas vanuit Hein, 2002):

VOORSTEL	PRAKTIESE VOORBEELD
1.) Moenie mense of situasies klassifiseer nie, maar jou eie gevoelens.	“Hulle is hopeloos” vs. “Ek voel ongeduldig”
2.) Onderskei tussen gedagtes en gevoelens	Gedagtes: “Ek voel soos/asof ...” Gevoelens: “Ek voel (gevoelswoord)”
3.) Neem meer verantwoordelikheid vir jou eie gevoelens.	“Ek voel jaloers” vs. “Jy maak my jaloers”
4.) Gebruik jou gevoelens om te help met besluitneming.	“Hoe sal ek voel as ek dit doen?” “Hoe sal ek voel as ek dit nie doen nie?”
5.) Toon respek vir ander se gevoelens.	Vra: “Hoe sal jy voel as ek dit doen?” “Hoe sal jy voel as ek dit nie doen nie?”
6.) Voel energiek, nie kwaad nie.	Skakel woede om na energie wat aangewend kan word vir aksie.
7.) Bevestig ander se gevoelens.	Toon empatie, begrip en aanvaarding vir ander se gevoelens.
8.) Onttrek positiewe waarde uit jou eie en ander se emosies.	Vra jouself: “Hoe voel ek?” en “Wat sal my help om beter te voel?” Vra ander: “Hoe voel jy?” en “Wat sal jou help om beter te voel?”
9.) Moenie ander adviseer, beveel, beheer, kritiseer, oordeel en voorsê nie.	Probeer eerder om empaties en sonder oordeel te luister.
10.) Vermoed mense wat jou gevoelens ontken.	Al is dit nie altyd moontlik nie, bestee minder tyd met hulle.

BYLAAG C



Guidance System Report

for Occupational Decision Making

Wood Amanda

2004/09/29

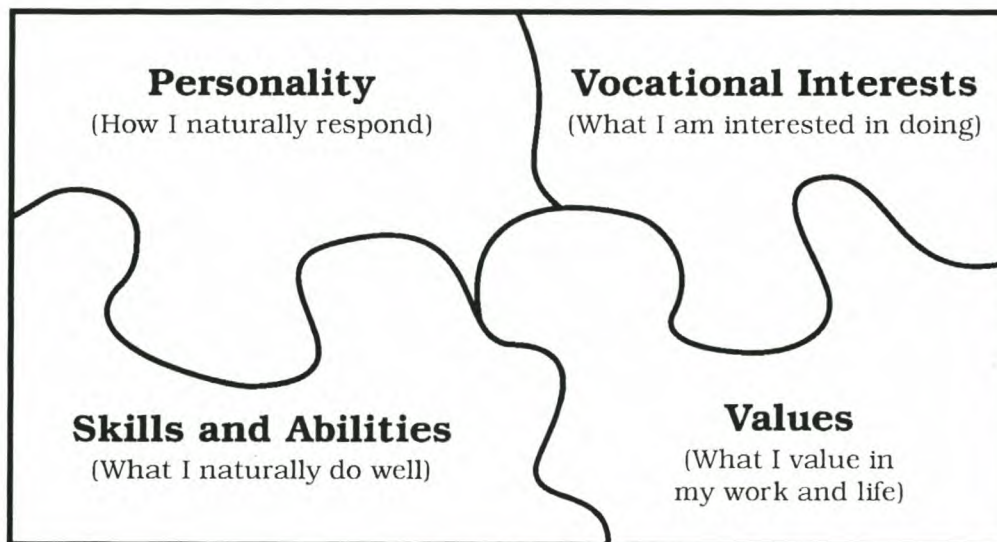
Privileged and Confidential

Produced by Life Pathways
A Division of Christian Financial Concepts, Inc.

CAREER DIRECT GUIDANCE SYSTEM REPORT

USING THIS REPORT FOR CAREER PLANNING

The underlying principle for using this report is that people who match their work with their personalities, interests, skills, and values generally enjoy and succeed in their work. Thus your feedback in the four areas shown below will provide valuable information for your career planning. All of these areas should be considered before making your career decisions.



Your results will not spell out one specific occupation for you. Rather, you will be given key information that will help you understand your unique makeup and the type of work that would be a good match for you. This general approach is much better, because usually there will be several similar occupations that match a person's interests and talents. Using your feedback, you will be able to refine your options into a good choice for a career field. The process of using your talents and interests to make career decisions will serve you well now and in your future career management.

GETTING THE MOST FROM YOUR REPORT

There is a lot of information in this report so you will want to read it through several times. It can also be very beneficial to have someone, such as a friend, spouse, or mentor, read through your report with you. Usually someone who is different from you in personality can be especially helpful in picking up on concepts that you might miss. If you decide to see a career counselor for more specific help with your career planning, this report would be especially helpful in providing insights into your unique career potential. The most important step you can take to gain full benefit from this report is to complete the Action Plan contained in your CAREER DIRECT GUIDANCE SYSTEM.

ORGANIZATION OF THE REPORT

The report is organized into four major areas: Personality, General Interests, Skills, and Values. Each of these areas provides key insights into your unique makeup. Definitions of all groups in the report may be found in the Job Sampler that is contained in your CAREER DIRECT GUIDANCE SYSTEM.

1. **Personality.** The report begins with the personality section, in which you will find an analysis of six personality factors in your Personality Highlights, your Typical Strengths and Weaknesses, your Career Environments based on personality, and your Critical Life Issues (stress and financial management).

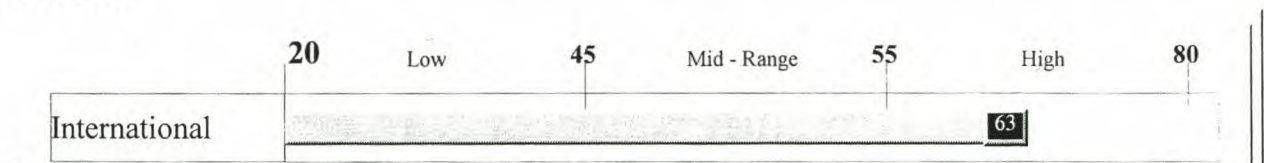
2. **General Interests.** In this section you will see a ranking of your interests in 21 General Interest career groups and descriptions of your highest career groups. These broad career groupings are derived from the Vocational Interests section of the Inventory. Your scores reflect your level of interest in the 21 career groups. Next you will find a chart that lists the components that make up your top ten interests: the Activities, Occupations, and Subjects groups.

3. **Skills and Abilities.** Here you will see a ranking of your skills in 14 areas and descriptions of your strongest skills and abilities.

4. **Values and Priorities.** This section is in three parts: Work Environment, Work Expectations, and Life Values. Your top four priorities in each area will be highlighted.

UNDERSTANDING THE SCALES AND SCORES

The scales for all of the sections are based on standardized scores that were derived from the responses of a large population of people who are successfully employed in various occupations. The scales provide a way for you to visually compare your scores to the scores of other typical American workers. The scales also make it easy to spot trends. A sample of the scale used is shown below.



The range of standard scores is from 20 to 80 and the average score is 50. For each factor, roughly one third of the population will score between 20 and 44, one third between 45 and 55, and one third between 56 and 80. Interpret the scores on the scale as shown below.

20-44 Low

45-55 Mid - Range

56-80 High

These scores do not indicate achievement or "good" or "bad" scores. They represent your relative standing, based on your responses, with other persons in the adult or youth categories.

PLEASE READ

THE PURPOSE OF THIS INSTRUMENT IS SELF-DISCOVERY. IT IS DESIGNED TO HELP PEOPLE IDENTIFY THEIR NATURAL PERSONALITY STRENGTHS, AND THEIR POTENTIAL VOCATIONAL INTERESTS, SKILLS, AND VALUES. THE CAREER DIRECT SURVEY SHOULD NOT BE USED TO IDENTIFY, DIAGNOSE, OR TREAT PSYCHOLOGICAL, MENTAL HEALTH, AND/OR MEDICAL PROBLEMS. THE USER ASSUMES SOLE RESPONSIBILITY FOR ANY ACTIONS OR DECISIONS THAT ARE MADE AS A RESULT OF USING THIS AID TO SELF-DISCOVERY. BY USING THE CAREER DIRECT SURVEY YOU EXPRESSLY WAIVE AND RELINQUISH ANY AND ALL CLAIMS OF ANY NATURE AGAINST LIFE PATHWAYS, CHRISTIAN FINANCIAL CONCEPTS, INC., ANY AFFILIATED COMPANIES OR SCHOOLS, AND/OR THEIR EMPLOYEES ARISING OUT OF OR IN CONNECTION WITH THE USE OF THIS SURVEY.

PERSONALITY

THE CONCEPT OF PERSONALITY

In this section, the term personality describes the way a person naturally is motivated to act. For example, some people naturally are motivated to be very organized and precise, and some are more spontaneous and casual. Likewise, some are risk takers, and some are naturally cautious.

Experience and observation confirm that there is no best personality style. All styles are valid. All are needed in society and in the workplace. All have strengths and weaknesses.

It is very important to consider your personality style when making career decisions. The goal is to identify occupations that are a good match for your natural temperament tendencies, as well as your interests, skills, and values. Just as coaches need athletes of varying size and speed to play different positions, employers need a variety of personality styles to build successful teams.

CONFIRMING YOUR PERSONALITY FEEDBACK

This section of your report, as well as the rest of the report, has been developed from the responses you provided and reflects profiles that are typical of people who scored like you. The reports are usually quite accurate, but every insight may not apply to you. You will need to confirm the information presented. Consider the report based on your knowledge of yourself, and have the other person you ask to assist you to check your feedback also. Concentrate on the portions that accurately describe you.

SIX FACTORS OF PERSONALITY

This personality survey covers six major factors of personality:

**DOMINANCE
EXTROVERSION**

**COMPASSION
CONSCIENTIOUSNESS**

**ADVENTUROUSNESS
INNOVATION**

These factors were derived through extensive research, and they are consistent with other established measurements of normal personality traits.

Each factor is associated with a range of behaviors. For example, those who score in the extroverted direction will naturally have a totally different response toward meeting strangers than those who score in the introverted direction. Those who fall in the mid-range typically exhibit a mix of behaviors. As you read this section, keep in mind that all points on the scale have strengths and weaknesses.

<i>COMPLIANT</i>	<-----	<i>MID-RANGE</i>	----->	<i>DOMINANT</i>
<i>INTROVERTED</i>	<-----	<i>MID-RANGE</i>	----->	<i>EXTROVERTED</i>
<i>DETACHED</i>	<-----	<i>MID-RANGE</i>	----->	<i>COMPASSIONATE</i>
<i>UNSTRUCTURED</i>	<-----	<i>MID-RANGE</i>	----->	<i>CONSCIENTIOUS</i>
<i>CAUTIOUS</i>	<-----	<i>MID-RANGE</i>	----->	<i>ADVENTUROUS</i>
<i>CONVENTIONAL</i>	<-----	<i>MID-RANGE</i>	----->	<i>INNOVATIVE</i>

ORGANIZATION OF THE PERSONALITY SECTION

1. **PERSONALITY HIGHLIGHTS.**

The first part of your personality section provides feedback on your personality style in the six areas shown above. You will be given insights into the typical behaviors associated with people who score like you on each factor.

2. **TYPICAL STRENGTHS.**

This part lists strengths of people whose survey results are similar to yours.

3. **TYPICAL WEAKNESSES.**

This part lists weaknesses of people whose survey results are similar to yours.

4. **CAREER IMPLICATIONS.**

Based on your personality style, specific considerations for career environments are provided.

5. **CRITICAL LIFE ISSUES.**

You will receive brief comments based on your scores on the Stress, Financial Management, and Indebtedness scales.

6. **CHART OF SCORES.**

This section concludes with a summary chart that shows your scores. The personality section scores, as well as the other section scores, are also shown in the Career Direct Assessment Summary Chart at the end of the full report.

PERSONALITY HIGHLIGHTS

CONSCIENTIOUSNESS



Your score on the CONSCIENTIOUSNESS scale indicates that you are very committed to being accurate, organized, and productive in your life. You have a strong drive to be precise, so it's natural for you to want to control the quality of your work by maintaining high standards. Your concern for integrity is closely related to your desire to be conscientious and is a key strength. It's very important to you to do what is right, fair, and upholds established procedures.

Wood, with your high degree of discipline you find it easy to follow the rules. In fact, you may prefer environments that are structured because of the predictability and consistency they offer.

You also are determined to do an excellent job of everything you undertake. You approach your assignments seriously and keep your focus on working out logical, practical solutions. Your desire to be economical will be an asset to your family and employer.

Those who are highly conscientious are prime candidates for perfectionism so, remember, everything does not have to be done to a perfect standard.

At times you may find yourself procrastinating with decisions for fear of making a wrong choice. You also may delay, waiting for the perfect opportunity. Work at being more flexible, knowing that sometimes it is necessary to start action before all the particulars are known.

COMPASSION

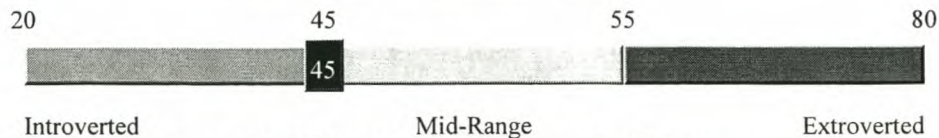


Your score on the COMPASSION scale indicates that you are a person of compassion and understanding. Your sensitivity enables you to be attuned to the hurts and struggles of those around you. As a patient, nonjudgmental listener, you can have a very profound influence on others, especially in one-on-one situations.

Because people sense your sincere concern and caring attitude, they will naturally want to share with you. At these times you will find it natural to encourage and counsel with them.

Your agreeable personality will make it easy for you to get along in almost any setting, as long as there is harmony. Conflict can be stressful for you, so you will want to check carefully any organizations and work teams you are considering before you join them.

EXTROVERSION



You scored in the mid-range on the EXTROVERSION scale. This means that you probably enjoy a combination of time with others and time alone. You have good verbal skills and are comfortable in meeting others. However, if you are among friends you're likely to be more open and conversational. You probably have a ready smile, wear well with others, and find it easy to fit in with various groups.

You should plan to have some people interaction each day. On the other hand, you may feel stressed if you have to encounter strangers or large numbers of people on a regular basis. To process your feelings and perceptions, you should balance your time between people activities and time to work alone. Your strength with people is the ability to provide practical, caring assistance.

Overall, your ability to be flexible around people and to easily adapt to changing situations, will give you the advantage of being comfortable in a broad range of environments.

INNOVATION



Your mid-range score on the INNOVATION scale indicates that you desire a moderate amount of creative expression in your life and work. There are times when you initiate changes and new ideas for the sake of improvement. At other times you may find yourself quite content with the status quo. A constant diet of either extreme, however, eventually may lead to stress.

For this reason, you'll want to carefully evaluate and focus on specific areas in which you seem to be the most creative, productive, and effective. Likewise, try to pinpoint the areas of your life in which you are most resistant to change. Knowing these areas in advance will help you to capitalize on your strengths while minimizing your weaknesses. Planning for some variety in your schedule and life's work will also help you to maximize your strengths in this area.

DOMINANCE



Wood, your score on the DOMINANCE scale indicates a balance in your drive to lead and to follow. Typically, individuals with scores similar to yours simply read the setting they are in and respond accordingly. If someone steps forward to provide strong, quality leadership for the group, you are content to fall in and serve. However, if no clear leader emerges, you are comfortable moving into the leadership role.

This versatility, the capacity to be both leader and follower at different times, is a key strength. Some people prefer to be under the authority of someone else; others seem to be naturally driven to be in charge. God has blessed you with an attitude and a measure of ability and motivation that will allow you to do well in either situation.

The weakness for you to consider is not correctly assessing the situation--or perhaps transferring the conditions of one situation into another that is quite different. By wisely reading the situation, you will be able to determine your role.

ADVENTUROUSNESS



Your score on the ADVENTUROUSNESS scale reflects a balance between boldness and caution. You do not hesitate to step out into new areas when appropriate, but you probably like to do your homework to know what the risks are. You may find it relatively easy to adapt to changes, but you probably do not live on the cutting edge either.

Likewise, you are motivated to achieve--but not at the expense of all other priorities. You probably do a good job of balancing your ambitions with time, energy, money, and your real life situation.

TYPICAL STRENGTHS

Shown below are strengths that are typical of people who score like you. Look for occupations that will allow you to highlight these strong points. The more you are able to use these strengths at work, the more likely your success and satisfaction. As mentioned earlier, you will need to check with someone who knows you well to confirm whether or not all items apply to you.

- * Organized; likes to follow a plan or schedule.
- * Self-reliant; confident in own abilities.
- * Good at encouraging others.
- * Likes to be thorough and precise; good with details.
- * Compassionate and sympathetic toward others.
- * Focused and succinct in speaking.
- * Very practical and good at following routines.

TYPICAL WEAKNESSES

Shown below are weaknesses that are typical of people who score like you. Improvement in these areas will enhance your performance. On the other hand, try to minimize your exposure in areas that are not your strong points. As mentioned earlier, you will need to check with someone who knows you well to confirm whether all items apply to you.

- * Slow to change; can be inflexible.
- * Forgets that success is usually a team effort.
- * Has a hard time saying "No" to others.
- * Can have unreasonable expectations for self and others.
- * Can be too trusting, allowing others to take advantage of the situation.
- * Stressed by having to make small talk with strangers.
- * May underestimate personal abilities.

CAREER IMPLICATIONS

This section provides insights that will be helpful in choosing a career whose environment matches your personality strengths.

Based on your mid-range level of DOMINANCE, you will want the opportunity to provide guidance in areas that are familiar and in which you have established expertise. Additionally, look for a moderate level of

- | | |
|-------------------------------|--------------------------------|
| * freedom to express opinions | * independence |
| * decision-making authority | * management opportunities |
| * opportunity to influence | * input into long-range plans. |

Your mid-range score on the EXTROVERSION factor indicates that you would be most comfortable in a varied social environment at work. Look for a balance in

- | | |
|-------------------------|----------------------------|
| * time alone to prepare | * time to listen |
| * time to be serious | * time to relate to others |
| * time to talk | * time to entertain. |

Your score on the COMPASSION factor is relatively high. Look for occupations that will allow you to support people in a friendly environment and try to steer clear of those that require you to confront others or deal with strife or rejection on a regular basis. In your ideal work environment look for jobs that include

- | | |
|-------------------------|-----------------------------------|
| * kindness | * tolerance |
| * a high level of trust | * stability |
| * harmony | * the opportunity to help others. |

With your high score on the CONSCIENTIOUS scale, you will want to be sure the organizations you join offer a quality product and provide services that are practical and ethical. Also, to use your strengths in your work, consider positions that require you to be

- | | |
|------------------|---------------|
| * well-organized | * orderly |
| * detailed | * productive |
| * exact | * systematic. |

CAREER IMPLICATIONS

(Continued)

Your mid-range score on the ADVENTUROUSNESS factor indicates that you have a need for both adventure and security in your work. In your work look for a moderate level of

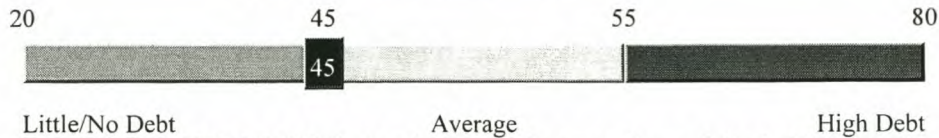
- | | |
|---------------|--------------------|
| * challenge | * new undertakings |
| * competition | * clear results |
| * risk taking | * the unusual. |

With your mid-range score on the INNOVATION factor, you should look for an opportunity to express creativity in your work. This likely will not be the main thrust of your work, but to meet your needs you should have the opportunity to express

- | | |
|-------------------|--------------------|
| * creativity | * mental quickness |
| * resourcefulness | * problem solving |
| * originality | * inventiveness. |

CRITICAL LIFE ISSUES

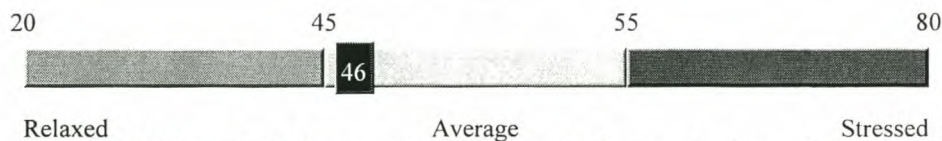
INDEBTEDNESS



Your scores on the INDEBTEDNESS factor indicate that you have debt habits similar to the average person in our society. Our experience indicates that most people can pay off all consumer debt (everything but the mortgage) in less than five years, if they will make a commitment to do so.

Christian Financial Concepts offers free budget guides and free budget counseling. If you would like help, write Christian Financial Concepts, PO Box 2377, Gainesville, GA 30503. Budget workbooks and other financial management materials can be purchased by calling 1-800-722-1976 or by visiting CFC's website (www.cfcministry.org).

STRESS



Your score on the STRESS scale indicates that your level of stress is about the same as is experienced by the average person in society. Keep in mind that this instrument is not designed to identify or treat psychological problems. If you feel that you do need help in some area, contact an appropriate professional for further diagnostic assessment.

FINANCIAL MANAGEMENT



Your financial management scores indicate that you have average habits in the area of spending, saving, and investing. We encourage you to become debt-free through budgeting and planned saving.

If you would like to find out about financial management materials and seminars, contact Christian Financial Concepts for a resources catalog and newsletter, MONEY MATTERS. The address is Christian Financial Concepts, 601 Broad St SE, Gainesville, GA 30501-3729. You may also call 1-800-722-1976 or visit CFC's website (www.cfcministry.org).

CAREER DIRECT Personality Chart

SUMMARY

Shown below is a brief summary of your personality feedback. The chart at the bottom of the page gives a visual picture of how your scores relate to the six dimensions of personality covered in the CAREER DIRECT GUIDANCE SYSTEM.

Dominance	MID-RANGE - Comfortable as a leader or follower and will adapt to the needs of the situation.
Extroversion	MID-RANGE - Engaging and pleasant with others when approached but enjoys solitude also.
Compassionate	Compassionate, sensitive, and a good listener; patient, loyal, and good at supporting and encouraging others.
Conscientious	Likes to be accurate, organized, and prepared; naturally follows rules and likes structure and predictability.
Adventurousness	MID-RANGE - Average drive and spirit of adventure but not a high risk taker.
Innovation	MID-RANGE - Will initiate new ideas when there is an obvious need but also likes to take a traditional perspective.

FACTORS

		20	LOW	45	MID-RANGE	55	HIGH	80	
Dominance	Compliant					52			Dominant
Extroversion	Introverted			45					Extrovert
Compassion	Detached						61		Compassi
Conscientiousness	Unstructured						64		Conscienti
Adventurousness	Cautious				51				Adventur
Innovation	Conventional			45					Innovativ

e

GENERAL INTERESTS

Discovering your general interests is a critical step in the career planning process for one simple reason: People excel easier when they are interested in their work! What may appear as a tedious task to one person may be easy and enjoyable to another who is naturally motivated toward that type of work. In general, work that interests you will be fun even when it involves tasks that, under other circumstances, would be difficult or boring.

Because of the very nature of your interests, your leisure pursuits may have influenced your general interests scores. This means you will have to use some discretion when interpreting your General Interests section of the report.

For instance, if you enjoy physical fitness and sports, "Athletics" may surface as a high general interests group. However, since so few individuals become professional athletes, recognize the high score for what it likely is--something you will do for fun and leisure but not for a career.

On the other hand, the more you can relate your work to areas that excite you, the more likely you are to be successful. One person who loved shooting the bow and arrow became the top salesperson for a leading archery company by pursuing strong interests in archery and the outdoors. Likewise, many people develop successful businesses from their hobbies. Keep in mind, the more you enjoy what you are doing, the more likely you are to be successful at your work, and the lower your work stress will be.

There are a number of ways to categorize vocational interests. This report uses 21 General Interest groups arrayed within five broad vocational categories as shown below.

DOING

Mechanical
Outdoors/Agriculture
Athletics
Adventure

HELPING

Service
Transportation
Animal Care
Consumer Science

INFLUENCING

Management/Sales
Law/Politics
Counseling
International
Religious
Education

ANALYZING

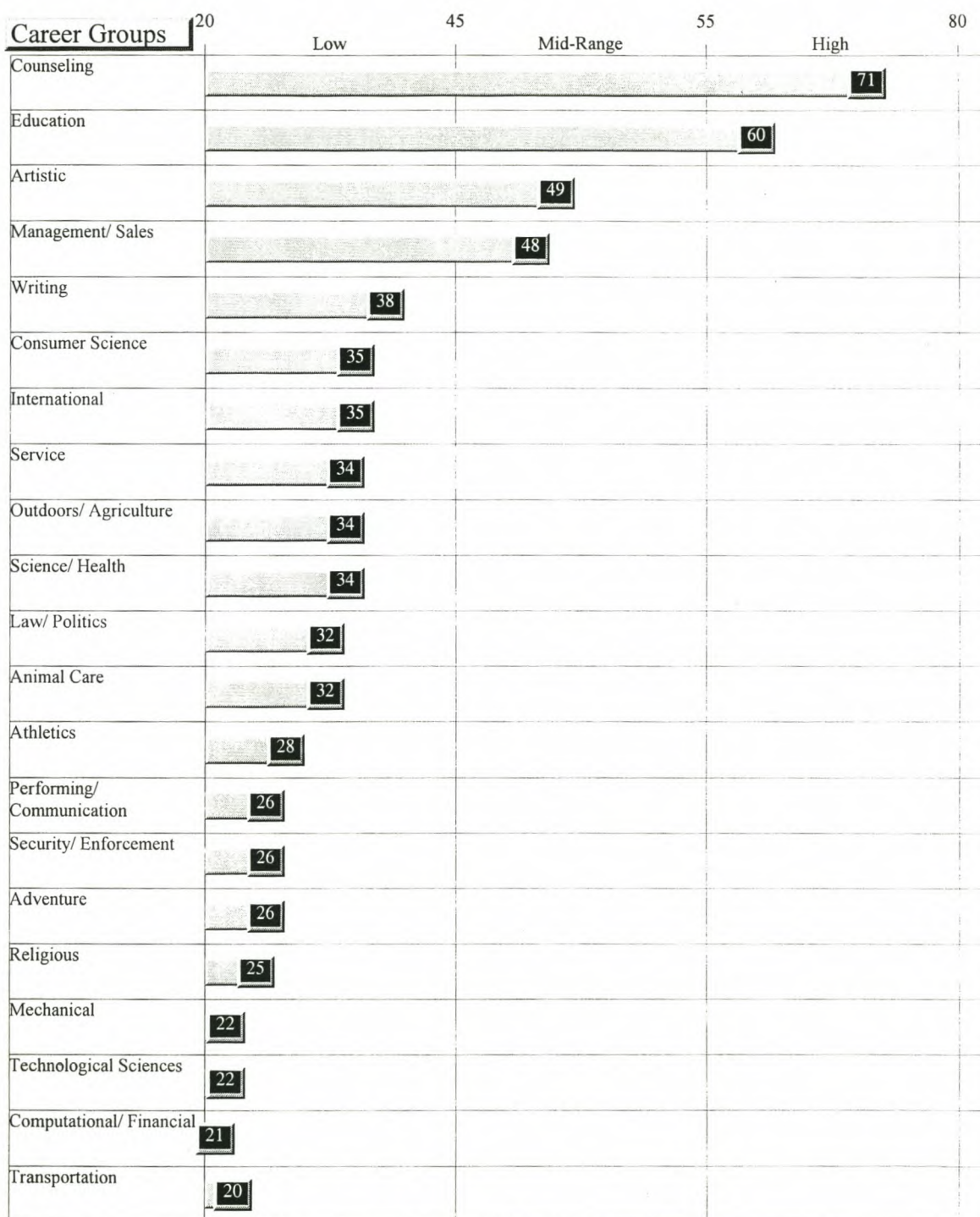
Science/Health
Technological Sciences
Computational / Financial

EXPRESSING

Performing / Communication
Writing
Artistic

YOUR GENERAL INTERESTS CAREER GROUPS

Your vocational interests were measured in the 21 career groups shown on the preceding page and on the scales below. These career groups were derived from three parts of the inventory: Work Activities, School Subjects, and Occupations. Your scores shown below were determined by the level of interest you expressed for the items in these three areas.



YOUR TOP CAREER GROUPS

1. Counseling (Very High)

Work in this group relates to influencing others for the purpose of self-improvement and problem-solving. Typical activities include counseling, testing, listening, and advising others. Occupations include the following:

School or college counselor	Employment counselor	Psychiatrist
Rehabilitation counselor	Social worker	Psychologist
Marriage/family therapist	Minister/priest/rabbi	Professional counselor

A college degree and certification are usually prerequisites for entry into this career field. Many of these occupations require a master's degree for certification. (See Job Sampler, page 9, for additional occupations.)

2. Education (Moderately High)

People who are interested in this career group enjoy working with people and helping others learn new skills or master new ideas. Continuing education, developing lesson plans, and record keeping also are part of the daily workload for those employed in these fields.

Teacher	Professor	School principal
Adult education teacher	Vocational education teacher	Tutor
Speech education teacher	Education consultant	School administrator

Most jobs in this occupational category require a college degree, with some needing further education, such as a master's degree. For more jobs in this occupational field, see page 9 of the Job Sampler.

3. Artistic (Mid-Range)

Those attracted to this group enjoy expressing ideas through the creation of original art work. Typical activities include drawing, designing objects with graphical art, planning and designing interior environments, sculpting, designing theater sets, jewelry design/repair, and photography. Educational courses in art, drawing, art history, interior design, sculpture, or photography may enhance natural talents. Occupations include the following:

Photographer	Artist	Advertising specialist
Cartoonist	Commercial illustrator	Web site design
Graphic designer	Poet	Theater set designer

(See Job Sampler, pages 6 and 7, for additional occupations.)

4. Management/ Sales (Mid-Range)

This career group centers on business-related activities, such as managing, selling, developing marketing strategies, as well as starting and operating a business. Occupations might include the following:

Marketing representative	Manager	Insurance agent
Stockbroker	Retail store manager	Travel agent
Business executive	Entrepreneur	Buyer

Educational courses to prepare for these career fields focus in the area of business administration, management, marketing, human resource management, and finance. (See Job Sampler, pages 7 - 8, for additional occupations.)

TOP 10 INTERESTS COMPONENTS

Three components, Activities, Occupations, and Educational Subjects, determine your General Interest career group scores. These interests may be either work- or leisure- related, or they may be leisure or hobby avocations that you use as the basis for a career. Since the General Interests career groups are made up of several parts, you may find that one Activity group may be very important to you, but other components of the group may not be important to you. Consequently, your top interest is not high on the list of General Interests. For example, you may enjoy math but not care for finance, so your score on the General Interest career group, Computational/Financial, is not high.

The following gives you detailed feedback on the make-up of your career group scores. For each interest category, your scores in the Activities, Occupations, and Subjects components are given.

Note: All groups have Activities, but not all contain both Occupations and Subjects groups.

Counseling (71)		
Activities Counseling Very High	Occupations Counseling High	Subjects
Education (60)		
Activities Education High	Occupations Education Mid-Range	Subjects Education High
Artistic (49)		
Activities Artistic Mid-Range	Occupations Artist Low	Subjects Art High
Management/ Sales (48)		
Activities Management Moderately High Sales Communication Moderately Low Self-employment Moderately High	Occupations Sales/ Management Very Low Business Leaders Mid-Range	Subjects Business/ Mgmt. Mid-Range
Writing (38)		
Activities Writing Communication Moderately Low	Occupations Reporters/ Writers Low	Subjects English Low

Consumer Science (35)		
Activities Food Styling Very Low Low	Occupations Home Economics Fashion Low Moderately Low	Subjects Home Ec/ Domes. Low
International (35)		
Activities International Mid-Range	Occupations Languages Low	Subjects Foreign Language Very Low
Service (34)		
Activities Customer Service Clerical Hotel/ Restaurant Service Factory/ Assembly Low Mid-Range Very Low Very Low	Occupations Customer Service Very Low	Subjects Clerical Mid-Range
Outdoors/ Agriculture (34)		
Activities Research Nature Farming Landscaping Mid-Range Very Low Low	Occupations Professional Outdoors Low	Subjects Agriculture Low
Science/ Health (34)		
Activities Research Medical Provide Medical Care Health Service/ Support Science Research Low Low Low Mid-Range	Occupations Medical Science Very Low Low	Subjects Science Low

If you find that you have strong interest in only part of a general interest scale, look for jobs in the Job Sampler that deal only with that aspect. For instance, if you love to play a musical instrument (Musical Activity) but do not like to perform, look for a way to use that interest in a more individualized way, like teaching private lessons, rather than performing with an orchestra or teaching in public school.

ACTIVITIES, OCCUPATIONS, AND SUBJECTS SCORES

The tables below contain your actual standardized score on the Activities, Occupations, and Subjects groups. These are the categories that make up the general interest areas that have been presented on the last few pages. These scores are on the same scale as on the graphs (low = 20 to 44, mid-range = 45 to 55, and high = 56 to 80). Keep in mind that these are interest scores and do not take into account your experience or abilities. Definitions are in the Job Sampler.

Activity Factors	Activity Scores
Counseling	77
Education	65
Management	59
Self-employment	57
Clerical	52
International	50
Science Research	48
Research Nature	46
Artistic	46
Writing Communication	44
Sales Communication	44
Communicate Lrg Grps	40
Provide Medical Care	35
Landscaping	35
Health Service/ Support	35
Customer Service	35
Animal	35
Political Communication	32
Styling	31
Research Medical	31
Entertainment	31
Religious	30
Athletic	29
Hand Construction	27
Risky Activities	26
Food	26
Civil Design	25
Musical	23
Financial	23
Factory/ Assembly	23
Security	22
Transportation	20
Math	20
Hotel/ Restaurant Service	20
Farming	20
Electronics/ Machines	20

Occupations Factors	Occupation Scores
Counseling	65
Education	50
Business Leaders	46
Fashion	44
Home Economics	38
Reporters/ Writers	35
Languages	35
Artist	35
Science	32
Professional Outdoors	32
Law/Politics	32
Animal	30
Security	29
Sales/ Management	29
Customer Service	27
Adventure	26
Performers	25
Medical	24
Financial/ Mathematics	23
Skilled Technician	22
Drivers	20
Athletic	20

Subject Factors	Subject Scores
Education	65
Art	65
Social Studies	65
Clerical	50
Business/ Mgmt.	50
Home Ec/ Domes.	35
English	35
Science	35
Physical Educ/ Training	35
Agriculture	35
Foreign Language	20
Finance	20
Vocational Shop	20
Technological Studies	20
Religion	20
Public Performing	20
Music	20
Mathematics	20

INVESTIGATE POTENTIAL OCCUPATIONS IN YOUR TOP GROUPS

The top career groups described on the previous pages provide general definitions for broad groups of occupations in which you have the highest level of interest. Some descriptions and occupations in the groups may not appeal to you. That's fine; just make a note of what you don't like and use it as a criterion to narrow your career interests. Of course the information in the other sections of this report and the accompanying Action Plan will help you in this process.

Detailed listings of occupations in these and other groups are shown in the Job Sampler that comes in the CAREER DIRECT GUIDANCE SYSTEM. Listed in the Job Sampler are more than 800 occupations, grouped into the five broad career categories, (Doing, Helping, Influencing, Analyzing, and Expressing.) These broad career categories are organized into the 21 General Interests career groups, as in your report, and numerous career clusters.

TAKE NOTE OF YOUR LOWEST INTEREST GROUPS

Areas of low scores can also reveal some insights about your career interests.

Mechanical

Install, repair, work with hand tools, build and/or operate machines, diagnose mechanical problems.

Technological Sciences

Design a building, bridge, airport, or road; supervise engineering or construction projects.

Computational/ Financial

Work with math formulas, work with computer software, perform financial activities, prepare tax returns, use statistics.

Transportation

Drive various vehicles, provide public or private transportation.

Note: Vocational/ General Interests are not the same as skills. They reflect your motivation toward a career field but not your ability to work in that field. Most people will have abilities that support their interests. If not, they usually try to develop their skills further or look at a secondary career area. For instance, someone who loves sports but does not have the skills to pursue an athletic career may decide to become an athletic trainer or a sports referee.

SKILLS AND ABILITIES

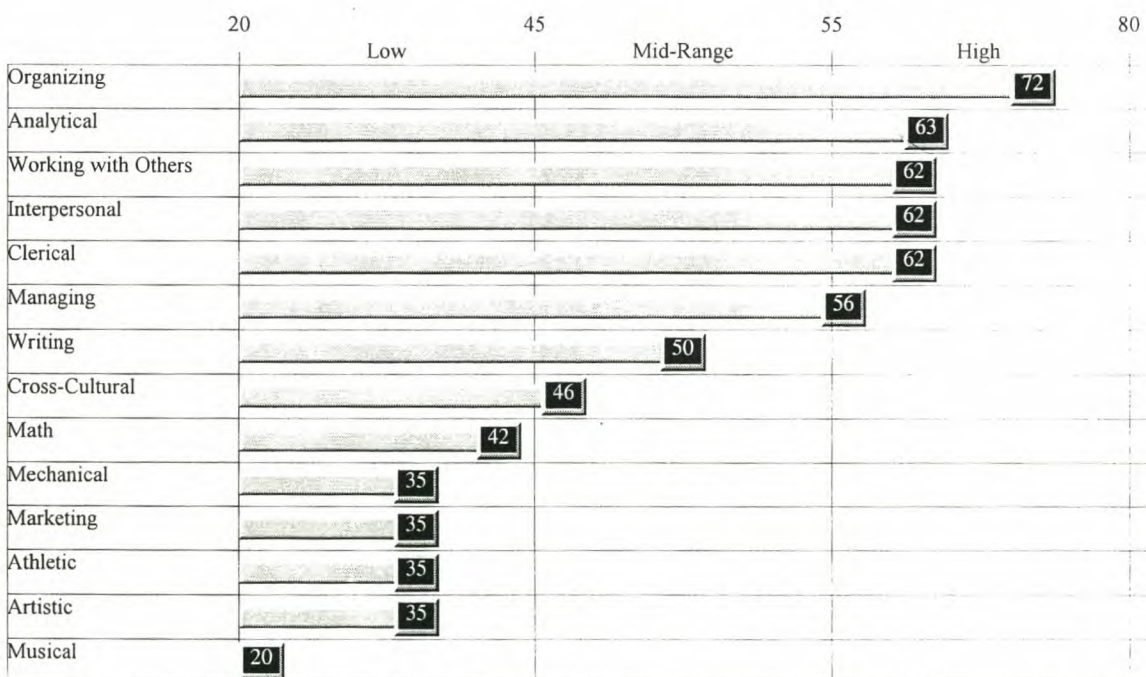
SKILLS ARE A KEY CRITERIA FOR CHOOSING AN OCCUPATION

An understanding of your skills will be important as you evaluate potential career fields and occupations. It is very critical that you match your work to your best skills in order to gain the personal joy of doing something that comes naturally.

There are two key reasons for building on your natural strengths. First, doing so will help you to maximize your potential. Working in your natural strengths starts you at a higher base line, helps you learn faster, and achieves more from the same amount of effort. In contrast, some people could practice singing for years and years but never have the ability to be successful as a singer. They simply lack the natural skills to excel.

Second, working in your natural strengths is just more fun. It's true that people experience less job stress when they are using skills with which they naturally excel. It also seems logical that you enjoy using these skills because they have been recognized, valued, and rewarded by others in the past. Your confidence will continue to grow as you use your natural skills, thus leading to even more success and joy in the future.

The bottom line is that you are most likely to excel when you use the skills that come naturally and bring joy in their use. Although you do need to be mindful of your weaknesses, it is generally unproductive to make them the primary focus for your work. In the area of skills then, "try to swim with the current, not against it."



Note: This section's skill scores are from your self-assessment, not an achievement test. Research indicates that self-assessment can give accurate overview of a person's skills.

YOUR TOP FOUR SKILL AREAS**1. Organizing (Very High)**

Since you scored high in the organizing section, you typically excel at assembling, storing, and retrieving information, data, and items in a systematic fashion. You naturally perceive how information, details, and things are kept accurate and in good order to maximize efficiency. You are likely methodical, neat, and systematic in your approach to a task. Planning, prioritizing tasks, and goal setting, along with performing routine tasks and quality control, are activities that come naturally to you.

2. Analytical (High)

People who score high in this category respond well to intellectual challenges and are comfortable with work activities such as researching, analyzing facts and figures, and solving abstract problems. They enjoy working with ideas and using critical thinking skills to analyze problems and evaluate solutions. They often generate new ideas or approaches to problems. These skills are useful in science, business, and research as well as many other occupational fields.

3. Interpersonal (High)

If you scored high in this category you are strong in people skills. You probably will do well in careers in which you are required to interact with people on a regular basis. Your ability to communicate effectively and your strong interest in people will naturally generate opportunities for you to counsel, teach, or explain as part of your work. To maximize the use of these skills, be sure your work includes extensive involvement with people, as well as opportunities to communicate with others as an element of your regular duties.

4. Working with Others (High)

Socializing with people comes naturally to you since you love to work with others. You enjoy working with the public and will probably do well in careers where you can capitalize on your natural ease in meeting people and making them feel welcome.

EVALUATE YOUR SKILLS

Carefully examine your highest ranked skills and analyze the relationship among them. How much overlap is there? Is there a common theme to your skills? Do any of your skills relate more to areas that you would use as a hobby than as a basis for your occupation? If so, are there ways that these hobby skills could transfer to your work? The Action Plan that accompanies your report will guide you through these and other questions. Completing this analysis will be key to gaining full benefit from your report.

DEVELOP YOUR SKILLS

Exploiting your natural strengths does not in any way mean that training, education, hard work, and dedication are not required to further develop your skills. On the contrary, most successful people become so by working diligently at what they do. Think of the professional golfer who develops natural athletic skills by hitting hundreds of balls every day. Likewise, consider a pianist who spends hours practicing in order to fully develop natural music skills.

MINIMIZE EXPOSURE OF YOUR LOW SCORING SKILLS

Take note of those skill areas in which you scored the lowest. It could be that these are not natural strengths or perhaps you have never had the opportunity to develop them. In either case, it would be best not to pursue occupations that require heavy use of your low scoring skills, unless you pursue more training first.

These areas were rated lowest in either current skill or natural ability.

YOUR LOWEST FOUR SKILL AREAS

1. Athletic (Low)

Physical coordination, body and hand-eye coordination, sports.

2. Marketing (Low)

Selling, convincing, starting a business, helping others with products or services.

3. Artistic (Low)

Drawing, illustrating, painting, designing.

4. Musical (Very Low)

Playing instruments, composing music, singing.

VALUES

VALUES ARE IMPORTANT TO CAREER DECISIONS

You can be in a career field that is a good match for your vocational interests, skills, and personality strengths and still experience job dissatisfaction and stress if your work does not match your values. For example, many people value working outdoors and will never feel totally comfortable working in the confines of a building. Others may need to know that they are helping people directly in their work and will not be satisfied by working alone or with machines.

Many people think that they can be happy doing most anything if it makes them "successful" in a material sense. All too often, they find themselves unfulfilled and burned out a few years into their careers. Using values as a criteria for career choices can preclude much of the disappointment and career stress present in today's workplace.

This three-part section on values is designed to help you define the priorities and values that will guide your life and work. As you review your priorities, compare them to the way you are actually operating to see if you are being consistent.

WORK ENVIRONMENT VALUES

Your priorities for the twelve elements that relate to work environment:

1. Independence

2. Well-Organized

3. Variety

4. Challenge

5. Clean Environment

6. Harmony

7. Equality

8. Flexible Hours

9. Stability

10. Travel

11. Outdoors

12. Adventure/ Risks

Consider the top four as important criteria for evaluating potential occupations and positions.

1. Independence

You will want to make decisions for yourself, so look for considerable job autonomy. It is important that you be able to do things the way you want to do them. Everyone has to have guidelines, but it is important that you are able to experiment with your own ideas and work without someone looking over your shoulder.

2. Well-Organized

You value a highly structured and organized work environment. Seek careers in which the work environment promotes order, neatness, and systematic processes.

3. Variety

Look for occupations that will involve you in a variety of tasks. Frequent changes in activity will help keep you from getting bored at work. In general, you probably will be more motivated to work with different problems and different people on a daily basis.

4. Challenge

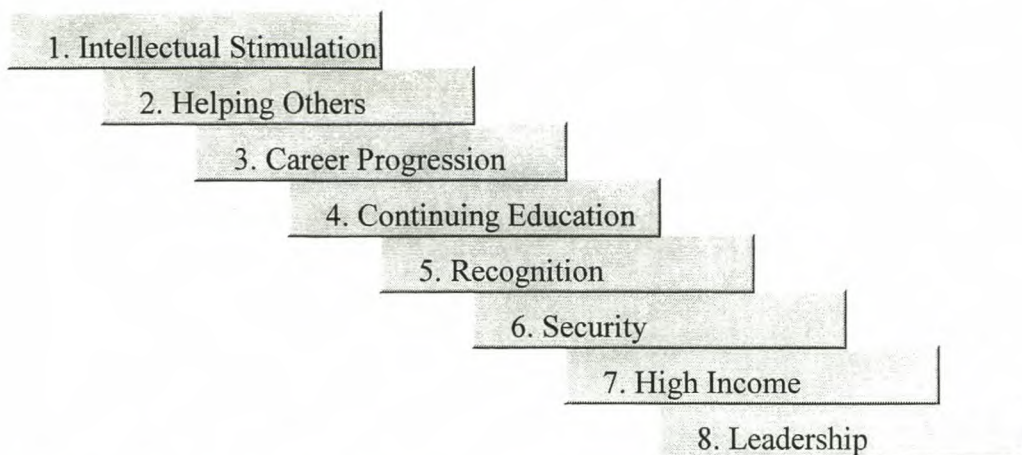
You need the opportunity to solve tough problems and work make-or-break issues. Look for difficult assignments and obstacles to overcome. Controversy is not a problem, because you enjoy restoring order where there was chaos.

WORK OUTCOME VALUES

Although most people have a number of expected rewards from their work, it is important to decide what is most important. For instance, more education and a higher income typically go together, but beyond a certain level continuing education may not correlate with a high income. Likewise, having a leadership position does not always enhance one's security. Whether we think about it or not, most of us have to make tough choices in this area.

It's very important that you recognize that your priorities are an individual matter. Allowing someone else to exert too much influence over work values is one of the biggest mistakes people make in choosing a career field. This is your opportunity to think through this critical area and make sure you know what is really important to you.

Here are your priorities for the eight outcomes that you expect from work.



These outcomes are the most important to you.

1. Intellectual Stimulation

You enjoy thinking through complex issues and applying reasoning skills to solve problems. The opportunity to acquire new information and think at an intellectual level should be part of your career choice criteria.

2. Helping Others

Contributing to the welfare and growth of others is important to you and should be an integral part of your work. This could be carried out through training, teaching, counseling, encouraging, and the provision of financial resources. Your occupational choice should afford the opportunity to express your concern for others.

3. Career Progression

You are interested in occupations that offer a well-defined progression of career positions. You enjoy moving up in the organization by increasing your responsibility and authority at work. Look for job settings that offer a chance to grow and develop as a professional.

4. Continuing Education

You enjoy growing and developing as a professional in your career field. Having the opportunity to take development courses, workshops, or formal education is important to you. Look for job opportunities that promote personal growth through continued education of some kind.

LIFE VALUES

This area is important to career planning because many people find it difficult to align the way they live and work with their life values. The fast pace of life, the strains of financial over-commitment, and the complexity of life in this time cause many to feel like it's all they can do just to hang on each day.

Experience shows, however, that people who thoughtfully decide on a life purpose and then make career choices that contribute to that goal have a unique peace and sense of fulfillment about their work. You prioritized nine items that relate to life purpose.

1. Integrity

2. Serve God

3. Family

4. Friends

5. Serve Others

6. Achievement

7. Leisure

8. Aesthetics

9. Make Money

Listed below are your top four priorities.

1. Integrity

Honesty in every area of life is a key value for you. You make every effort to keep your commitments and live by the highest standards of fairness and truth. To be sure you will not be asked to compromise your integrity, carefully evaluate the work environment and leadership, as well as the products and services of any organization you are considering for employment.

2. Serve God

You have indicated that your life mission involves serving God in everything you do. It will be very important for you to see how your work is contributing to that goal. Remember that all occupations offer the opportunity to serve Him. Kindness and a commitment to excellence can be an attractive light for others in the workplace.

3. Family

Your family has a high value for you and you want to be able to care for them whenever they need you. You consider it important to be available and involved in their activities. Having a lot of quality time with your family is important to you and should be a consideration in the occupational choices you make.

4. Friends

Making and keeping friendships is an important part of your life. You enjoy spending time with close friends, helping them when they need you, and building and developing new friendships. You value a lifestyle that allows time to get away from responsibilities and to enjoy time with close friends and acquaintances.

FIND THE RIGHT BALANCE IN YOUR VALUES

No one is perfect, Superman and Wonderwoman do not exist, and you will never be able to do everything to the level you would like. Everyone must work out a balance in life. By considering your priorities, you will be able to find a comfortable balance in the use of your time, energy, and financial resources. Referring to your priority lists will help you to meet your stated life purpose values.

EXPECT YOUR VALUES TO CHANGE

These are your priorities and you can change them any time you want. Most people will find that they do change some of their priorities as they age and their family situations change. It is a good idea to save this report for future reference. A periodic review will enable you to make updates and see how well you are sticking with your priorities.

CONCLUSION

WHAT DO I DO NOW?

Compare the stages of your career development to driving cross-country on a family vacation. There are two distinct stages. Stage one consists of conducting all the necessary research and planning to make the vacation enjoyable. Stage two consists of actually getting into the car, backing out of the driveway, and starting out.

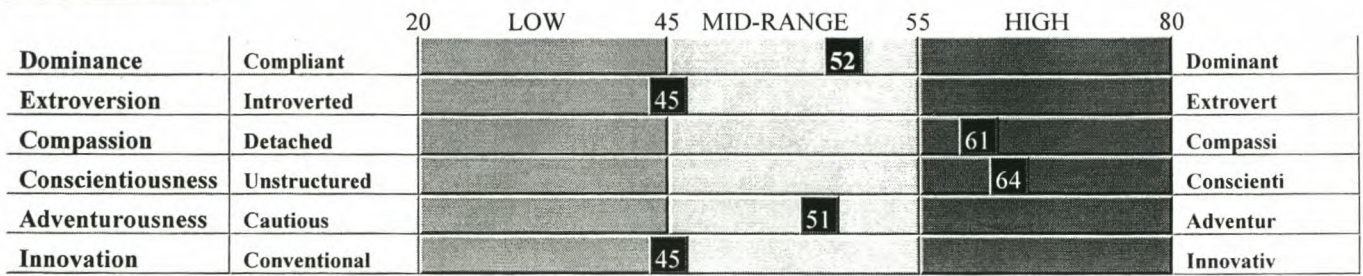
Reading through your CAREER DIRECT report is comparable to studying a road atlas in the first stage of planning the trip. It offers you a broad overview of the general directions to your destination, along with some alternative routes to get you there. However, just reading the report will not solve your career dilemma any more than simply reading a road map will actually get you to your vacation destination.

You now find yourself at stage two. It is time for you to climb into the driver's seat and begin your career journey. Your first step is to assimilate your information into plans and decisions that will get you started. To assist you in this key step, we have provided the Action Plan, a guide to interpreting and acting on what you have learned about your pattern for work. It is extremely important that you process through it completely. It will help you to match your pattern with various occupations and educational training programs.

Above all else, don't forget that the basic goal in career planning is to match your talents and interests to the requirements of your work. In doing so, you will have the highest likelihood of reaching your destination -- a career that fits you.

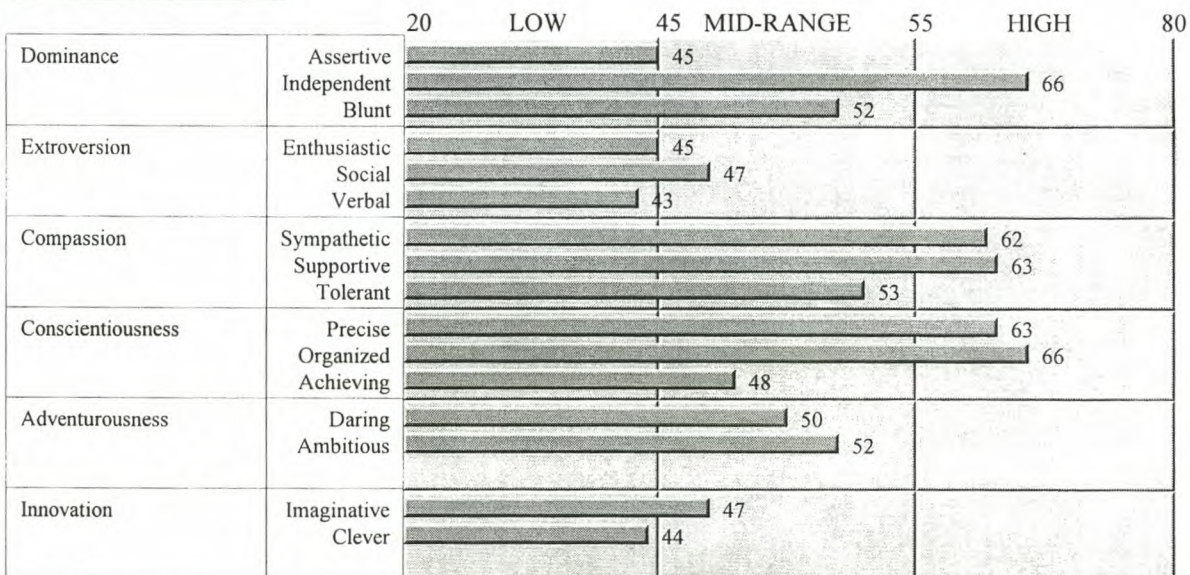
Summary Chart

FACTORS

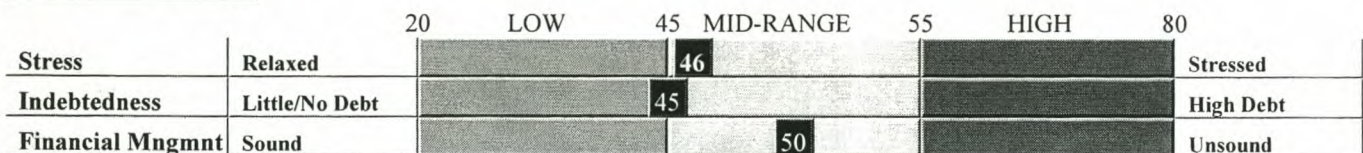


e

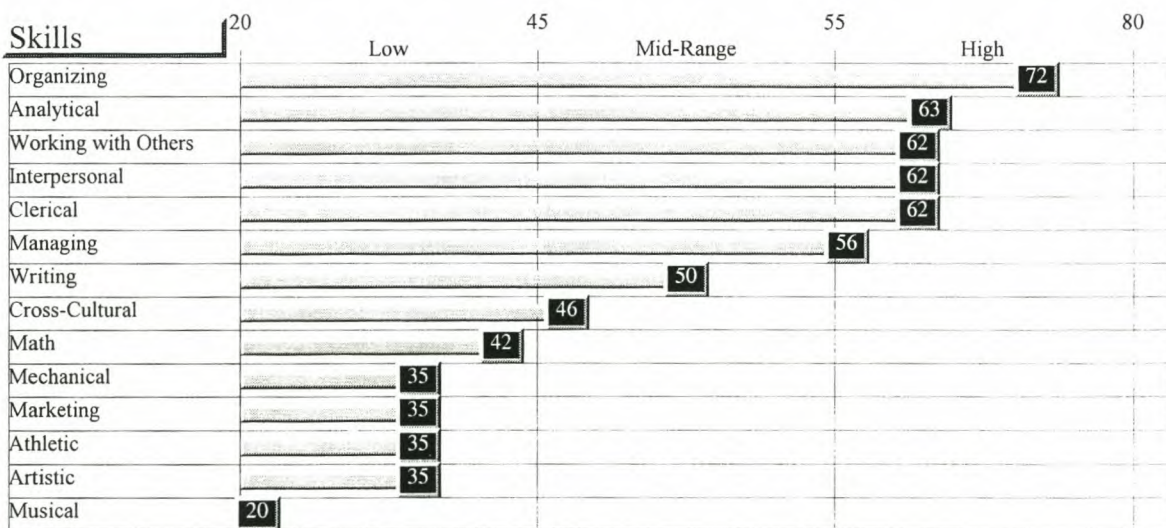
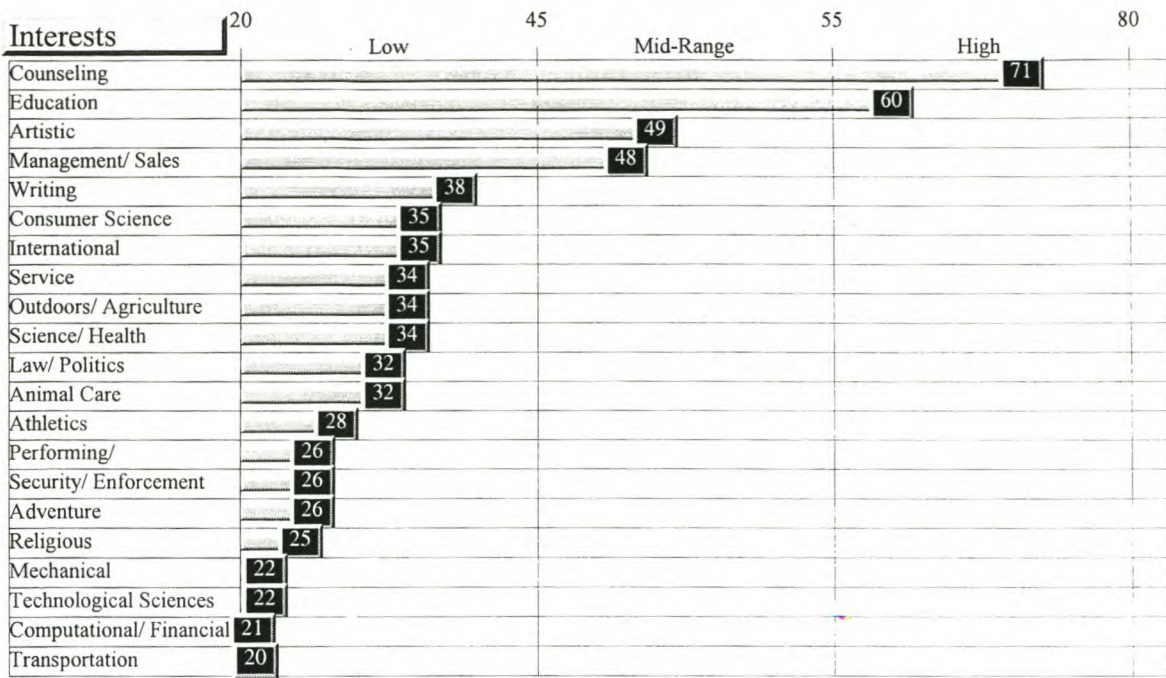
SUBFACTORS



LIFE ISSUES

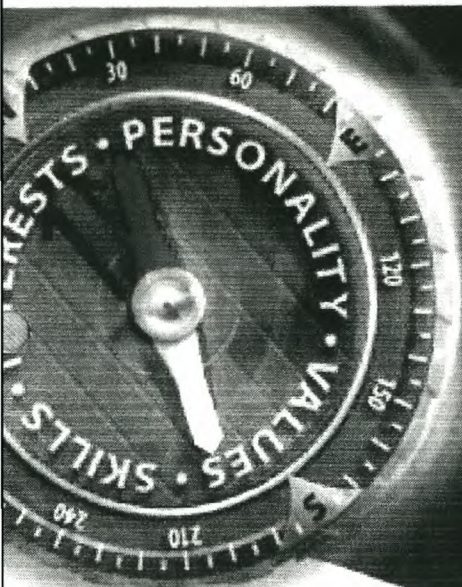


Summary Chart



Values - Work Environment		Values - Work Outcomes	Values - Life Values
Independence	Travel	Intellectual Stimulation	Integrity
Well-Organized	Outdoors	Helping Others	Serve God
Variety	Adventure/ Risks	Career Progression	Family
Challenge		Continuing Education	Friends
Clean Environment		Recognition	Serve Others
Harmony		Security	Achievement
Equality		High Income	Leisure
Flexible Hours		Leadership	Aesthetics
Stability			Make Money

Direction For YOUR God-Given Design



CareerDIRECT
Guidance System

Job Sampler

For educational and occupational decision making

JOB SAMPLER

The *Career Direct*® *Job Sampler* is designed to help broaden your vision of job possibilities based upon your areas of occupational interest. Since there are more than 30,000 documented jobs in the United States, every job cannot be listed in this document. However, almost half of these are offered as a "sampling" of jobs for your review and consideration and match the job titles found in the O*NET electronic database of occupations (see below).

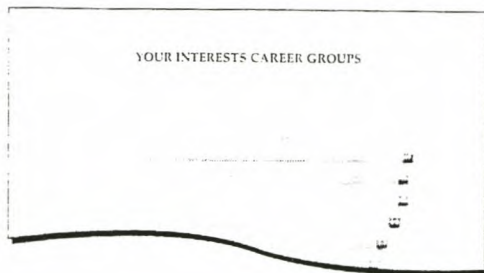
The following pages will supplement your assessment results and offer a broad listing of jobs for you to consider. Please look at the diagram below. Notice the five broad General Interest Areas (Helping, Expressing, Influencing, Analyzing, and Doing) and the career groups under each of these major headings. These are the 21 career groups listed on the first page of the General Interests section of your *Career Direct* report.

To get the most from the *Job Sampler*, you will need to complete your **Action Plan** and refer to the specific career groups you listed as your preferences. After looking at this list (or your highest-rated career groups in the General Interests section of the report), refer to the diagram at the bottom of this page. The diagram contains the page numbers of the *Job Sampler* that list occupations related to your career groups of interest.

To find out more about the occupations you find in the *Job Sampler*, use the **Action Plan** module to scroll and click on occupations in the interest career groups for a short definition of the jobs in your interest groups. For more detailed information, you may also choose to click on the O*NET link (the revised *Dictionary of Occupational Titles*), or the *Occupational Outlook Handbook* (O.O.H.) link. These electronic database resources contain an extensive list of occupations and provide comprehensive information about particular jobs, including job descriptions, educational requirements, and salary levels.



HOW TO USE THE JOB SAMPLER



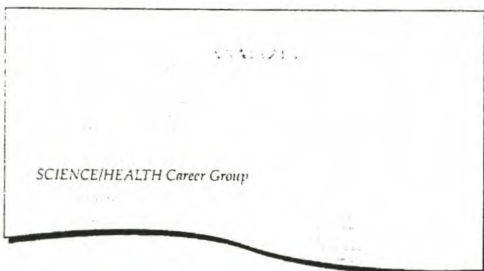
**Start with your
Career Direct Report**

- Look at your top Interests Career Groups on pages 19-20 of your report.
- Let's suppose your highest interest area is Science/Health. Then you would move to



**Job Sampler
page 2**

- Notice that Science/Health is located in the Analyzing section of the diagram and you are given the page numbers (pages 13-15) of the *Job Sampler* where the related occupations can be found.
- So scroll to the



**Job Sampler
pages 13-15**

- These pages have lists of related occupations for you to consider.
- If you want more detailed information about any of the Science/Health sub-groups, go to the library or the Internet, using one of the available occupation resources such as O*NET or O.O.H.
- Use these resources to find comprehensive descriptions and information about your other general interest career groups and list your top selections in your **Action Plan**.



HELPING General Interest Area

Activities such as caring, nurturing, processing

The helping general interest area includes work that is oriented toward providing service, assisting others in their work, or improving their situation. Typical activities include working with the public, preparing and serving food, and using clerical skills to organize information. Successful workers in this field are marked by good organizational skills, patience, strong listening skills, and a strong desire to help others.

SERVICE Career Group

ADMINISTRATIVE DETAIL

Administrative Services Managers
Caption Writers
Correspondence Clerks
Credit Analysts
Desktop Publishers
Executive Secretaries and Administrative Assistants
First-Line Supervisors, Administrative Support
Human Resources Assistants, Except Payroll and Timekeeping
Insurance Claims Clerks
Insurance Policy Processing Clerks
Law Clerks
Legal Secretaries
Legal Support Workers, All Other
Loan Counselors
Medical Secretaries
Office and Administrative Support Workers, All Other
Office Clerks, General
Paralegals and Legal Assistants
Secretaries, Except Legal, Medical, and Executive
Teacher Assistants
Title Examiners and Abstractors
Title Searchers

ATTENDANT SERVICES

Ambulance Drivers and Attendants, Except Emergency Medical Technicians
Amusement and Recreation Attendants
Baggage Porters and Bellhops
Caddies
Costume Attendants
Couriers and Messengers
Dining Room and Cafeteria Attendants
Food Servers, Nonrestaurant
Gas Pumping Station Operators
Locker Room, Coatroom, and Dressing

Room Attendants
Nail Technicians
Physical Therapist Aides
Service Station Attendants
Transportation Attendants, Except Flight Attendants and Baggage Porters
Ushers, Lobby Attendants, and Ticket Takers

CLERICAL HANDLING

Audio-Visual Collections Specialists
File Clerks
Library Assistants, Clerical
Mail Clerks and Mail Machine Operators, Except Postal Service
Mail Clerks, Except Mail Machine Operators and Postal Service
Marking Clerks
Order Clerks
Paste-Up Workers
Postal Service Mail Sorters, Processors, and Processing Machine Operators
Production, Planning, and Expediting Clerks
Shipping, Receiving, and Traffic Clerks
Stock Clerks and Order Fillers
Stock Clerks- Stockroom, Warehouse, or Storage Yard

CLERICAL MACHINE OPERATION

Billing and Posting Clerks and Machine Operators
Computer Operators
Duplicating Machine Operators
Job Printers
Mail Machine Operators, Preparation and Handling
Office Machine Operators, Except Computer

CUSTOMER SERVICES

Adjustment Clerks
Combined Food Preparation and Serving Workers, Including Fast Food
Counter and Rental Clerks

Counter Attendants, Cafeteria, Food
Concession, and Coffee Shop
Food Preparation Workers
Parking Lot Attendants

FINANCIAL DETAIL

Adjustment Clerks
Automatic Teller Machine Servicers
Bill and Account Collectors
Brokerage Clerks
Cashiers
Court, Municipal, and License Clerks
Credit Authorizers
Credit Authorizers, Checkers, and Clerks
Credit Checkers
Hotel, Motel, and Resort Desk Clerks
Insurance Claims and Policy Processing Clerks
Loan Interviewers and Clerks
Postal Service Clerks
Tellers

HOSPITALITY SERVICES

Amusement and Recreation Attendants
Chefs and Head Cooks
Combined Food Preparation and Serving
Workers, Including Fast Food
Concierges
Counter Attendants, Cafeteria, Food
Concession, and Coffee Shop
Dietetic Technicians
First-Line Supervisors/Managers of Food
Preparation and Serving Workers
Flight Attendants
Food Servers, Nonrestaurant
Funeral Attendants
Hosts and Hostesses, Restaurant, Lounge, and
Coffee Shop
Housekeeping Supervisors
Personal and Home Care Aides
Transportation Attendants, Except Flight
Attendants and Baggage Porters
Waiters and Waitresses

MATHEMATICAL DETAIL

Billing, Cost, and Rate Clerks
Billing, Posting, and Calculating Machine
Operators
Bookkeeping, Accounting, and Auditing Clerks
City Planning Aides
Claims Adjusters, Examiners, and Investigators
Claims Examiners, Property and Casualty
Insurance
Claims Takers, Unemployment Benefits

Cost Estimators
Insurance Appraisers, Auto Damage
Insurance Claims Clerks
Insurance Underwriters
License Clerks
Municipal Clerks
New Accounts Clerks
Order Fillers, Wholesale and Retail Sales
Payroll and Timekeeping Clerks
Procurement Clerks
Statement Clerks
Statistical Assistants
Stock Clerks, Sales Floor
Tax Examiners, Collectors, and Revenue
Agents
Welfare Eligibility Workers and Interviewers

ORAL COMMUNICATIONS

Cargo and Freight Agents
Central Office Operators
Customer Service Representatives
Customer Service Representatives, Utilities
Directory Assistance Operators
Eligibility Interviewers, Government Programs
Employment Interviewers, Private or Public
Employment Service
First-Line Supervisors, Customer Service
Hotel, Motel, and Resort Desk Clerks
Interviewers, Except Eligibility and Loan
Media and Communication Workers, All Other
Police, Fire, and Ambulance Dispatchers
Radio Operators
Receptionists and Information Clerks
Reservation and Transportation Ticket Agents
Reservation and Transportation Ticket Agents
and Travel Clerks
Switchboard Operators, Including Answering
Service
Telemarketers
Telephone Operators
Tour Guides and Escorts
Travel Clerks
Welfare Eligibility Workers and Interviewers

RECORDS PROCESSING

Correspondence Clerks
Court Clerks
Court Reporters
Credit Checkers
Data Entry Keyers
Human Resources Assistants, Except Payroll
and Timekeeping

Information and Record Clerks, All Other
 Library Technicians
 Medical Assistants
 Medical Records and Health Information Technicians
 Medical Secretaries
 Medical Transcriptionists
 Meter Readers, Utilities
 Pharmacy Aides
 Postal Service Mail Carriers
 Production, Planning, and Expediting Clerks
 Proofreaders and Copy Markers
 Secretaries, Except Legal, Medical, and Executive
 Technical Writers
 Title Examiners, Abstractors, and Searchers
 Weighers, Measurers, Checkers, and Samplers, Recordkeeping
 Word Processors and Typists
 proofreader
 stenocaptioner
 stenographer
 tax librarian

TRANSPORTATION Career Group

PASSENGER SERVICES

Bus Drivers, School
 Bus Drivers, Transit and Intercity
 Locomotive Engineers
 Motor Vehicle Operators, All Other
 Pilots, Ship
 Railroad Conductors and Yardmasters
 Subway and Streetcar Operators
 Taxi Drivers and Chauffeurs
 Tractor-Trailer Truck Drivers
 Transportation Managers
 Truck Drivers, Heavy
 Truck Drivers, Heavy and Tractor-Trailer
 Truck Drivers, Light or Delivery Services

ANIMAL CARE Career Group

ANIMAL TRAINING AND SERVICE

Animal Breeders
 Animal Scientists
 Animal Trainers
 First-Line Supervisors and Manager/
 Supervisors - Animal Husbandry Workers
 Nonfarm Animal Caretakers
 Veterinarians
 Veterinary Assistants and Laboratory Animal

. Caretakers
 Veterinary Technologists and Technicians

CONSUMER SCIENCE Career Group

CONSUMER/HOME MANAGEMENT

Bakers, Bread and Pastry
 Chefs and Head Cooks
 Child Care Workers
 Cooks, All Other
 Cooks, Fast Food
 Cooks, Institution and Cafeteria
 Cooks, Private Household
 Cooks, Restaurant
 Cooks, Short Order
 Costume Attendants
 Custom Tailors
 Dietetic Technicians
 Dietitians and Nutritionists
 Dishwashers
 Education Administrators, Preschool and Child Care Center/Program
 Entertainment Attendants and Related Workers, All Other
 First-Line Supervisors/Managers of Personal Service Workers
 Food Preparation and Serving Related Workers, All Other
 Food Preparation Workers
 Healthcare Support Workers, All Other
 Home Economics Teachers, Postsecondary
 Home Health Aides
 Housekeeping Supervisors
 Kindergarten Teachers, Except Special Education
 Licensed Practical and Licensed Vocational Nurses
 Maids and Housekeeping Cleaners
 Nursing Aides, Orderlies, and Attendants
 Personal and Home Care Aides
 Personal Care and Service Workers, All Other
 Physical Therapist Aides
 Preschool Teachers, Except Special Education
 Psychiatric Aides
 Psychiatric Technicians
 Sewers, Hand
 Shop and Alteration Tailors
 Surgical Technologists
 Tailors, Dressmakers, and Custom Sewers

BARBER AND BEAUTY SERVICES

Barbers
Cosmetologists
Hairdressers, Hairstylists, and Cosmetologists
Makeup Artists, Theatrical and Performance
Manicurists and Pedicurists
Shampooers
Skin Care Specialists

DESIGN SERVICES

Fashion Designers
Floral Designers
Interior Designers
Museum Technicians and Conservators



EXPRESSING General Interest Area

Artistic activities such as painting, composing, authoring

This general interest area includes occupations that focus on creative expression. This can be evidenced through literature, journalism, art, music, drama, designing, and similar aesthetic fields of work. By their nature, people employed in these fields tend to be somewhat unconventional in their approach to life.

PERFORMING/

COMMUNICATION Career Group

COMMUNICATIONS

- Broadcast News Analysts
- Caption Writers
- Communications Teachers, Postsecondary
- Editors
- Entertainers and Performers, Sports and Related Workers, All Other
- Foreign Correspondents
- Media and Communication Workers, All Other
- Park Naturalists
- Public Address System and Other Announcers
- Radio and Television Announcers
- Reporters and Correspondents
- Technical Directors/Managers
- Tour Guides and Escorts
- Training and Development Specialists

MODELING

- Modeling Instructors
- Models

PERFORMING ARTS: DANCE

- Choreographers
- Dance Instructors
- Dance Studio Managers
- Dancers

PERFORMING ARTS: DRAMA

- Actors
- Art, Drama, and Music Teachers, Postsecondary
- Broadcast News Analysts
- Directors- Stage, Motion Pictures, Television, and Radio
- Drama Teachers, Postsecondary
- Producers and Directors
- Program Directors
- Public Relations Specialists
- Radio and Television Announcers
- Talent Directors

PERFORMING ARTS: MUSIC

- Composers
- Ministers of Music
- Music Arrangers and Orchestrators
- Music Directors
- Music Directors and Composers
- Music Teachers, Postsecondary
- Musicians and Singers
- Musicians, Instrumental
- Percussion Instrument Repairers and Tuners
- Producers
- Reed or Wind Instrument Repairers and Tuners
- Singers
- Stringed Instrument Repairers and Tuners

WRITING Career Group

LITERARY ARTS

- Copy Writers
- Creative Writers
- Editors
- English Language and Literature Teachers, Postsecondary
- Film and Video Editors
- Instructional Coordinators
- Poets and Lyricists
- Producers
- Reporters and Correspondents
- Technical Directors/Managers
- Technical Writers
- Writers and Authors

ARTISTIC Career Group

DESIGNER ARTS

- Artists and Related Workers, All Other
- Camera Operators
- Camera Operators, Television, Video, and Motion Picture
- Commercial and Industrial Designers
- Craft Artists
- Custom Tailors
- Designers, All Other

Engravers, Hand
 Engravers/Carvers
 Etchers
 Etchers and Engravers
 Etchers, Hand
 Exhibit Designers
 Fashion Designers
 Floral Designers
 Graphic Designers
 Interior Designers
 Jewelers
 Jewelers and Precious Stone and Metal
 Workers
 Makeup Artists, Theatrical and Performance
 Merchandise Displayers and Window Trimmers
 Model and Mold Makers, Jewelry
 Museum Technicians and Conservators
 Pantograph Engravers
 Photoengravers
 Photographers, Scientific
 Photographic Reproduction Technicians
 Photographic Retouchers and Restorers

Precision Etchers and Engravers, Hand or
 Machine
 Scanner Operators
 Set and Exhibit Designers
 Set Designers
 Silversmiths
 Tailors, Dressmakers, and Custom Sewers

VISUAL ARTS

Art Directors
 Art Teachers, Postsecondary
 Cartoonists
 Film and Video Editors
 Fine Artists, Including Painters, Sculptors, and
 Illustrators
 Multi-Media Artists and Animators
 Painters and Illustrators
 Photographers
 Potters
 Professional Photographers
 Sculptors
 Sketch Artists



INFLUENCING General Interest Area

Activities such as promoting, selling, managing, counseling, teaching

This general interest area includes occupations in which work activities focus on influencing others. This could be through directing, managing, speaking, teaching, counseling, or related leadership positions. People who like these types of occupations are generally confident in their abilities to succeed and enjoy challenges. Strong communicative and leadership skills generally are required in these occupations.

MANAGEMENT/SALES Career Group

BUSINESS ADMINISTRATION

Business Teachers, Postsecondary
 Chief Executives
 Church Administrators
 Compensation and Benefits Managers
 Computer and Information Systems Managers
 Education Administrators, Preschool and Child
 Care Center/Program
 Financial Managers
 Financial Managers, Branch or Department
 Government Service Executives
 Human Resources Managers
 Human Resources Managers, All Other
 Human Resources, Training, and Labor
 Relations Specialists, All Other
 Industrial Production Managers

Industrial-Organizational Psychologists
 Infantry Officers
 International Business Executives
 Postmasters and Mail Superintendents
 Private Sector Executives
 Training and Development Managers

BUSINESS MANAGEMENT

Employment Interviewers, Private or Public
 Employment Service
 First-Line Supervisors and Manager/
 Supervisors- Construction Trades Workers
 First-Line Supervisors, Administrative Support
 First-Line Supervisors/Managers of Helpers,
 Laborers, and Material Movers, Hand
 First-Line Supervisors/Managers of Non-Retail
 Sales Workers

First-Line Supervisors/Managers of Office and Administrative Support Workers
 First-Line Supervisors/Managers of Personal Service Workers
 First-Line Supervisors/Managers of Production and Operating Workers
 First-Line Supervisors/Managers of Retail Sales Workers
 First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators
 Food Service Managers
 Funeral Directors
 General and Operations Managers
 Lodging Managers
 Meeting and Convention Planners
 Property, Real Estate, and Community Association Managers
 Social and Community Service Managers
 Storage and Distribution Managers
 Transportation Managers
 Transportation, Storage, and Distribution Managers

CONTRACTS AND CLAIMS

Agents and Business Managers of Artists, Performers, and Athletes
 Appraisers, Real Estate
 Claims Examiners, Property and Casualty Insurance
 Claims Takers, Unemployment Benefits
 Insurance Adjusters, Examiners, and Investigators
 Insurance Appraisers, Auto Damage
 Licensing Examiners and Inspectors
 Real Estate Sales Agents

GENERAL SALES

Demonstrators and Product Promoters
 Door-to-Door Sales Workers, News and Street Vendors, and Related Workers
 Driver/Sales Workers
 Parts Salespersons
 Property, Real Estate, and Community Association Managers
 Real Estate Brokers
 Real Estate Sales Agents
 Retail Salespersons
 Sales Representatives, Agricultural
 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products

Telemarketers
 Travel Agents

PROMOTION

Advertising and Promotions Managers
 Advertising Sales Agents
 Agents and Business Managers of Artists, Performers, and Athletes
 Art Directors
 Employment, Recruitment, and Placement Specialists
 Marketing Managers
 New Accounts Clerks
 Personnel Recruiters
 Public Relations Managers
 Public Relations Specialists
 Talent Directors
 Travel Guides

SALES TECHNOLOGY

Insurance Sales Agents
 Market Research Analysts
 Personal Financial Advisors
 Purchasing Agents and Buyers, Farm Products
 Purchasing Managers
 Sales Agents, Financial Services
 Sales Agents, Securities and Commodities
 Sales and Related Workers, All Other
 Sales Engineers
 Sales Managers
 Sales Representatives, Chemical and Pharmaceutical
 Sales Representatives, Electrical/Electronic
 Sales Representatives, Instruments
 Sales Representatives, Mechanical Equipment and Supplies
 Sales Representatives, Medical
 Sales Representatives, Services, All Other
 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
 Securities, Commodities, and Financial Services Sales Agents
 Wholesale and Retail Buyers, Except Farm Products

SERVICES ADMINISTRATION

Administrative Services Managers
 Airfield Operations Specialists
 Business Operations Specialists, All Other
 Compensation, Benefits, and Job Analysis Specialists
 Correctional Officers and Jailers

Curators

Education Administrators, All Other
 Education Administrators, Elementary and
 Secondary School
 Education Administrators, Postsecondary
 Education Administrators, Preschool and
 Child Care Center/Program
 Engineering Managers
 Equal Opportunity Representatives and
 Officers
 Executive Secretaries and Administrative
 Assistants
 First-Line Supervisors/Managers of
 Correctional Officers
 First-Line Supervisors/Managers of Fire
 Fighting and Prevention Workers
 First-Line Supervisors/Managers, Protective
 Service Workers, All Other
 Foresters
 Instructional Coordinators
 Logisticians
 Management Analysts
 Managers, All Other
 Medical and Health Services Managers
 Medical and Health Services Managers
 Natural Sciences Managers

LAW/POLITICS Career Group

LAW

Administrative Law Judges, Adjudicators, and
 Hearing Officers
 Arbitrators, Mediators, and Conciliators
 Judges, Magistrate Judges, and Magistrates
 Law Clerks
 Law Teachers, Postsecondary
 Lawyers
 Legal Secretaries
 Legal Support Workers, All Other
 Paralegals and Legal Assistants
 Title Examiners and Abstractors

POLITICS

Campaign Managers
 Legislative Aides
 Legislators
 Lobbyists
 Political Advisors
 Political Science Teachers, Postsecondary
 Political Scientists

EDUCATION Career Group

EDUCATIONAL/LIBRARY SCIENCES

Adult Literacy, Remedial Education, and GED
 Teachers and Instructors
 Agricultural Sciences Teachers, Postsecondary
 Anthropology and Archeology Teachers,
 Postsecondary
 Architecture Teachers, Postsecondary
 Area, Ethnic, and Cultural Studies Teachers,
 Postsecondary
 Art Teachers, Postsecondary
 Art, Drama, and Music Teachers,
 Postsecondary
 Atmospheric, Earth, Marine, and Space
 Sciences Teachers, Postsecondary
 Audio-Visual Collections Specialists
 Biological Science Teachers, Postsecondary
 Business Teachers, Postsecondary
 Chemistry Teachers, Postsecondary
 College Faculty/Postsecondary Teachers,
 All Other
 Communications Teachers, Postsecondary
 Community and Social Service Specialists,
 All Other
 Computer Science Teachers, Postsecondary
 Directors, Religious Activities and Education
 Drama Teachers, Postsecondary
 Economics Teachers, Postsecondary
 Education Administrators, All Other
 Education Administrators, Elementary and
 Secondary School
 Education Administrators, Postsecondary
 Education Administrators, Preschool and
 Child Care Center/Program
 Education Teachers, Postsecondary
 Education, Training, and Library Workers,
 All Other
 Educational Psychologists
 Educational, Vocational, and School
 Counselors
 Elementary School Teachers, Except
 Special Education
 Engineering Teachers, Postsecondary
 English Language and Literature Teachers,
 Postsecondary
 Environmental Science Teachers,
 Postsecondary
 Farm and Home Management Advisors
 Farm Management Advisors (Agricultural
 Extension Agent)
 Fitness Trainers and Aerobics Instructors

Foreign Language and Literature Teachers,
Postsecondary
Geography Teachers, Postsecondary
Graduate Teaching Assistants
Health Educators
Health Specialties Teachers, Postsecondary
Historians
History Teachers, Postsecondary
Home Economics Teachers, Postsecondary
Home Management Advisors (Home Extension
Agent)
Instructional Coordinators
Kindergarten Teachers, Except Special
Education
Law Teachers, Postsecondary
Librarians
Library Assistants, Clerical
Library Science Teachers, Postsecondary
Library Technicians
Mathematical Science Teachers, Postsecondary
Middle School Teachers, Except Special and
Vocational Education
Music Teachers, Postsecondary
Nursing Instructors and Teachers,
Postsecondary
Philosophy and Religion Teachers,
Postsecondary
Physics Teachers, Postsecondary
Political Science Teachers, Postsecondary
Preschool Teachers, Except Special Education
Psychology Teachers, Postsecondary
Recreation and Fitness Studies Teachers,
Postsecondary
Residential Advisors
Secondary School Teachers, Except Special and
Vocational Education
Self-Enrichment Education Teachers
Social Sciences Teachers, Postsecondary,
All Other
Social Work Teachers, Postsecondary
Sociology Teachers, Postsecondary
Special Education Teachers, Middle School
Special Education Teachers, Preschool,
Kindergarten, and Elementary School
Special Education Teachers, Secondary School
Speech-Language Pathologists
Teacher Assistants
Teachers and Instructors, All Other
Training and Development Managers
Training and Development Specialists
Vocational Education Teachers Postsecondary
Vocational Education Teachers, Middle School

Vocational Education Teachers, Secondary
School

COUNSELING Career Group

SOCIAL SERVICES

Child, Family, and School Social Workers
Christian Counselors
Clinical Psychologists
Clinical, Counseling, and School Psychologists
Community and Social Service Specialists,
All Other
Counseling Psychologists
Counselors, All Other
Educational, Vocational, and School
Counselors
Marriage and Family Therapists
Medical and Public Health Social Workers
Mental Health and Substance Abuse
Social Workers
Mental Health Counselors
Pastoral Counselors
Probation Officers and Correctional Treatment
Specialists
Psychiatrists
Psychologists, All Other
Rehabilitation Counselors
Residential Advisors
Social and Community Service Managers
Social and Human Service Assistants
Social Work Teachers, Postsecondary
Social Workers, All Other
Special Education Teachers, Middle School
Substance Abuse and Behavioral Disorder
Counselors
Therapists, All Other

INTERNATIONAL Career Group

Diplomats
Foreign Correspondents
Foreign Language and Literature Teachers,
Postsecondary
Foreign Missionaries
International Business Executives
Interpreters and Translators
Peace Corps Volunteers
Travel Guides
Travel Guides

RELIGIOUS Career Group

RELIGIOUS COUNSELING/TEACHING

Bible Scholars
Campus Ministers
Chaplains
Christian Counselors
Christian Teachers/Educators
Church Administrators
Clergy
Directors, Religious Activities and Education
Evangelists
Foreign Missions Teachers
Minister

Ministers of Education
Ministers of Music
Missionary
Pastor
Pastoral Counselors
Philosophy and Religion Teachers,
Postsecondary
Priests
Protestant Clergy
Rabbis
Religious Camp Directors
Religious Workers, All Other
Youth Ministers



ANALYZING General Interest Area

Activities such as analyzing, researching, studying

People employed in this general interest area of occupations usually enjoy working with scientific knowledge, mathematical formulas, statistics, computers, and technical applications. They enjoy research and related activities, such as analysis of data and facts. This group is likely to pursue knowledge and gain advanced degrees.

SCIENCE/HEALTH Career Group

CHILD AND ADULT CARE

Cardiovascular Technologists and Technicians
Dental Assistants
Emergency Medical Technicians and
Paramedics
Health Educators
Healthcare Practitioners and Technical
Workers, All Other
Home Health Aides
Mental Health Counselors
Opticians, Dispensing
Physical Therapist Assistants

LABORATORY TECHNOLOGY

Chemists
Diagnostic Medical Sonographers
Embalmers
Environmental Science and Protection
Technicians, Including Health
Forensic Science Technicians
Geological Data Technicians
Geological Sample Test Technicians
Medical and Clinical Laboratory Technicians
Medical and Clinical Laboratory Technologists
Occupational Health and Safety Technicians
Ophthalmic Laboratory Technicians

Pharmacists
Pharmacy Technicians
Photographers, Scientific
Radiologic Technicians
Radiologic Technologists and Technicians
Respiratory Therapy Technicians
Sales Representatives, Medical
Veterinary Technologists and Technicians

LIFE SCIENCES

Agricultural and Food Science Technicians
Agricultural Sciences Teachers, Postsecondary
Agricultural Technicians
Animal Scientists
Biochemists
Biochemists and Biophysicists
Biological Science Teachers, Postsecondary
Biological Scientists, All Other
Biological Technicians
Biologists
Biomedical Engineers
Biophysicists
Conservation Scientists
Dietitians and Nutritionists
Epidemiologists
Food Science Technicians
Food Scientists and Technologists

Forest and Conservation Technicians
 Forestry and Conservation Science Teachers,
 Postsecondary
 Life Scientists, All Other
 Life, Physical, and Social Science Technicians,
 All Other
 Microbiologists
 Natural Sciences Managers
 Plant Scientists
 Range Managers
 Soil and Plant Scientists
 Soil Conservationists
 Soil Scientists
 Zoologists and Wildlife Biologists

MEDICAL SCIENCES

Anesthesiologists
 Audiologists
 Chiropractors
 Coroners
 Dentists, All Other Specialists
 Dentists, General
 Family and General Practitioners
 Health Diagnosing and Treating Practitioners,
 All Other
 Internists, General
 Medical Scientists, Except Epidemiologists
 Microbiologists
 Nuclear Medicine Technologists
 Obstetricians and Gynecologists
 Optometrists
 Oral and Maxillofacial Surgeons
 Orthodontists
 Pediatricians, General
 Pharmacists
 Physicians and Surgeons, All Other
 Podiatrists
 Prosthodontists
 Psychiatrists
 Radiologic Technologists
 Speech-Language Pathologists
 Surgeons
 Veterinarians

NURSING, THERAPY, AND SPECIALIZED TEACHING SERVICES

Athletic Trainers
 Audiologists
 Cardiovascular Technologists and Technicians
 Dental Hygienists
 Health Specialties Teachers, Postsecondary
 Health Technologists and Technicians,
 All Other

Licensed Practical and Licensed Vocational
 Nurses
 Massage Therapists
 Medical and Health Services Managers
 Medical and Public Health Social Workers
 Medical Assistants
 Nuclear Medicine Technologists
 Nursing Aides, Orderlies, and Attendants
 Nursing Instructors and Teachers,
 Postsecondary
 Occupational Health and Safety Specialists
 Occupational Therapist Aides
 Occupational Therapist Assistants
 Occupational Therapists
 Orthotists and Prosthetists
 Physical Therapists
 Physician Assistants
 Psychiatric Technicians
 Radiation Therapists
 Radiologic Technologists
 Recreational Therapists
 Registered Nurses
 Respiratory Therapists
 Surgical Technologists

PHYSICAL SCIENCES

Aerospace Engineers
 Archeologists
 Astronomers
 Atmospheric and Space Scientists
 Atmospheric, Earth, Marine, and Space
 Sciences Teachers, Postsecondary
 Biochemists and Biophysicists
 Chemical Engineers
 Chemical Technicians
 Chemistry Teachers, Postsecondary
 Chemists
 Environmental Engineering Technicians
 Environmental Engineers
 Environmental Science and Protection
 Technicians, Including Health
 Environmental Science Teachers,
 Postsecondary
 Environmental Scientists and Specialists,
 Including Health
 Geographers
 Geography Teachers, Postsecondary
 Geological and Petroleum Technicians
 Geological Data Technicians
 Geological Sample Test Technicians
 Geologists

Geoscientists, Except Hydrologists and Geographers
 Highway Patrol Pilots
 Hydrologists
 Life, Physical, and Social Science Technicians, All Other
 Materials Scientists
 Mathematical Science Occupations, All Other
 Mining and Geological Engineers, Including Mining Safety Engineers
 Natural Sciences Managers
 Nuclear Engineers
 Nuclear Technicians
 Petroleum Engineers
 Physical Scientists, All Other
 Physicists
 Physics Teachers, Postsecondary
 Sales Representatives, Chemical and Pharmaceutical
 Soil Scientists

SOCIAL RESEARCH

Anthropologists
 Anthropologists and Archeologists
 Anthropology and Archeology Teachers, Postsecondary
 Archeologists
 Archivists
 Area, Ethnic, and Cultural Studies Teachers, Postsecondary
 Clinical Psychologists
 Clinical, Counseling, and School Psychologists
 Coroners
 Counseling Psychologists
 Economics Teachers, Postsecondary
 Economists
 Educational Psychologists
 Forensic Science Technicians
 Historians
 History Teachers, Postsecondary
 Industrial-Organizational Psychologists
 Personnel Recruiters
 Political Science Teachers, Postsecondary
 Political Scientists
 Psychologists, All Other
 Psychology Teachers, Postsecondary
 Social Science Research Assistants
 Social Sciences Teachers, Postsecondary, All Other
 Social Scientists and Related Workers, All Other
 Sociologists

Sociology Teachers, Postsecondary
 Survey Researchers
 Urban and Regional Planners

COMPUTATIONAL/FINANCIAL Career Group

FINANCE

Accountants
 Accountants and Auditors
 Appraisers and Assessors of Real Estate
 Appraisers, Real Estate
 Assessors
 Auditors
 Budget Analysts
 Cartographers and Photogrammetrists
 Compensation, Benefits, and Job Analysis Specialists
 Cost Estimators
 Credit Analysts
 Economists
 Financial Analysts
 Financial Examiners
 Financial Managers
 Financial Managers, Branch or Department
 Financial Specialists, All Other
 Insurance Underwriters
 Loan Counselors
 Loan Officers
 Loan Officers
 Logisticians
 Market Research Analysts
 Personal Financial Advisors
 Purchasing Agents and Buyers, Farm Products
 Purchasing Agents, Except Wholesale, Retail, and Farm Products
 Purchasing Managers
 Sales Agents, Financial Services
 Sales Agents, Securities and Commodities
 Securities, Commodities, and Financial Services Sales Agents
 Tax Examiners, Collectors, and Revenue Agents
 Tax Preparers
 Treasurers, Controllers, and Chief Financial Officers
 Wholesale and Retail Buyers, Except Farm Products

INFORMATION TECHNOLOGY

Command and Control Center Officers
 Computer and Information Scientists, Research

Computer and Information Systems Managers
 Computer Hardware Engineers
 Computer Programmers
 Computer Science Teachers, Postsecondary
 Computer Security Specialists
 Computer Software Engineers, Applications
 Computer Software Engineers, Systems
 Software
 Computer Software Engineers, Systems
 Software
 Computer Specialists, All Other
 Computer Support Specialists
 Computer Systems Analysts
 Database Administrators
 Network and Computer Systems
 Administrators
 Network Systems and Data Communications
 Analysts
 Operations Research Analysts

MATHEMATICS AND STATISTICS

Actuaries
 Management Analysts
 Mathematical Science Occupations, All Other
 Mathematical Science Teachers, Postsecondary
 Mathematical Technicians
 Mathematicians
 Statisticians

TECHNOLOGICAL SCIENCES

Career Group

ENGINEERING

Aerospace Engineers
 Agricultural Engineers
 Architects, Except Landscape and Naval
 Architecture Teachers, Postsecondary
 Biomedical Engineers
 Chemical Engineers
 Civil Engineers
 Computer and Information Systems Managers
 Computer Hardware Engineers
 Computer Software Engineers, Applications
 Computer Systems Analysts
 Electrical Engineers
 Electronics Engineers, Except Computer
 Engineering Managers
 Engineering Teachers, Postsecondary
 Engineers, All Other
 Environmental Engineers
 Fire-Prevention and Protection Engineers
 Health and Safety Engineers, Except Mining
 Safety Engineers and Inspectors
 Industrial Engineers
 Landscape Architects
 Marine Architects
 Marine Engineers
 Marine Engineers and Naval Architects
 Materials Engineers
 Mechanical Engineers
 Mining and Geological Engineers, Including
 Mining Safety Engineers
 Nuclear Engineers
 Nuclear Monitoring Technicians
 Petroleum Engineers
 Product Safety Engineers



DOING General Interest Area

Activities such as repairing, growing, operating, adventuring

People in this general interest area prefer activities that are hands-on. They are often rugged, physically strong, and prefer working outdoors. They generally prefer achieving practical or visible results, rather than philosophical or theoretical pursuits.

MECHANICAL - GENERAL

AIR/WATER VEHICLE OPERATION

- Air Crew Members
- Airline Pilots, Copilots, and Flight Engineers
- Automotive Glass Installers and Repairers
- Captains, Mates, and Pilots of Water Vessels
- Commercial Pilots
- Marine Engineers and Naval Architects
- Pilots, Ship
- Ship and Boat Captains
- Ship Engineers

CRAFT TECHNOLOGY

- Aircraft Body and Bonded Structure Repairers
- Aircraft Engine Specialists
- Aircraft Mechanics and Service Technicians
- Airframe-and-Power-Plant Mechanics
- Automotive Body and Related Repairers
- Automotive Master Mechanics
- Automotive Service Technicians and Mechanics
- Automotive Specialty Technicians
- Avionics Technicians
- Bench Workers, Jewelry
- Bicycle Repairers
- Bookbinders
- Brickmasons and Blockmasons
- Broadcast Technicians
- Bus and Truck Mechanics and Diesel Engine Specialists
- Cabinetmakers and Bench Carpenters
- Calibration and Instrumentation Technicians
- Carpenters
- Coin, Vending, and Amusement Machine Servicers and Repairers
- Construction Carpenters
- Control and Valve Installers and Repairers, Except Mechanical Door
- Dental Laboratory Technicians
- Electric Home Appliance and Power Tool Repairers
- Electric Meter Installers and Repairers
- Electric Motor, Power Tool, and Related Repairers

- Electrical and Electronics Drafters
- Electrical and Electronics Installers and Repairers, Transportation Equipment
- Electrical and Electronics Repairers, Commercial and Industrial Equipment
- Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
- Electrical Parts Reconditioners
- Electricians
- Electrolytic Plating and Coating Machine Operators and Tenders, Metal and Plastic
- Electrolytic Plating and Coating Machine Setters and Set-Up Operators, Metal and Plastic
- Electro-Mechanical Technicians
- Electronic Equipment Installers and Repairers, Motor Vehicles
- Electronic Home Entertainment Equipment Installers and Repairers
- Farm Equipment Mechanics
- Hand and Portable Power Tool Repairers
- Hand Compositors and Typesetters
- Heating and Air Conditioning Mechanics
- Heating Equipment Setters and Set-Up Operators, Metal and Plastic
- Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- Home Appliance Repairers
- Installation, Maintenance, and Repair Workers, All Other
- Keyboard Instrument Repairers and Tuners
- Lay-Out Workers, Metal and Plastic
- Locksmiths and Safe Repairers
- Mechanical Door Repairers
- Mechanical Engineering Technicians
- Meter Mechanics
- Mobile Heavy Equipment Mechanics, Except Engines
- Model Makers, Wood
- Mold Makers, Hand
- Motorboat Mechanics
- Motorcycle Mechanics
- Museum Technicians and Conservators

Musical Instrument Repairers and Tuners
 Outdoor Power Equipment and Other Small
 Engine Mechanics
 Pantograph Engravers
 Patternmakers, Wood
 Pipe Fitters
 Plumbers
 Potters
 Precision Instrument and Equipment
 Repairers, All Other
 Precision Printing Workers
 Rail Car Repairers
 Recreational Vehicle Service Technicians
 Reed or Wind Instrument Repairers and Tuners
 Refractory Materials Repairers, Except
 Brickmasons
 Refrigeration Mechanics
 Sales Representatives, Electrical/Electronic
 Sales Representatives, Mechanical Equipment
 and Supplies
 Security and Fire Alarm Systems Installers
 Ship Carpenters and Joiners
 Shoe and Leather Workers and Repairers
 Silversmiths
 Soldering and Brazing Machine Setters and
 Set-Up Operators
 Stone Cutters and Carvers
 Stonemasons
 Stringed Instrument Repairers and Tuners
 Tool and Die Makers
 Transformer Repairers
 Valve and Regulator Repairers
 Vocational Education Teachers, Middle School
 Vocational Education Teachers, Secondary
 School
 Watch Repairers
 Welders, Cutters, Solderers, and Brazers
 Welders, Production
 Welding Machine Setters and Set-Up Operators
 Woodworking Machine Setters and Set-Up
 Operators, Except Sawing

CRAFTS

Bakers
 Bakers, Bread and Pastry
 Brattice Builders
 Butchers and Meat Cutters
 Carpenter Assemblers and Repairers
 Carpet Installers
 Ceiling Tile Installers
 Cement Masons and Concrete Finishers
 Construction and Related Workers, All Other

Construction Laborers
 Drywall and Ceiling Tile Installers
 Drywall Installers
 Extraction Workers, All Other
 Fallers
 Fence Erectors
 First-Line Supervisors and Manager
 Supervisors- Extractive Workers
 First-Line Supervisors/Managers of
 Construction Trades and Extraction Workers
 Floor Layers, Except Carpet, Wood, and
 Hard Tiles
 Floor Sanders and Finishers
 Food and Tobacco Roasting, Baking, and
 Drying Machine Operators and Tenders
 Frame Wires, Central Office
 Glaziers
 Helpers—Carpenters
 Helpers—Electricians
 Helpers—Extraction Workers
 Helpers—Painters, Paperhangers, Plasterers,
 and Stucco Masons
 Helpers—Pipelayers, Plumbers, Pipefitters, and
 Steamfitters
 Highway Maintenance Workers
 Insulation Workers, Floor, Ceiling, and Wall
 Insulation Workers, Mechanical
 Irradiated-Fuel Handlers
 Molders, Shapers, and Casters, Except Metal
 and Plastic
 Painters, Construction and Maintenance
 Paperhangers
 Pipelayers
 Pipelaying Fitters
 Plasterers and Stucco Masons
 Reinforcing Iron and Rebar Workers
 Roofers
 Septic Tank Servicers and Sewer Pipe Cleaners
 Stone Cutters and Carvers
 Tapers
 Terrazzo Workers and Finishers
 Tile and Marble Setters
 Woodworkers, All Other

ELEMENTAL WORK: INDUSTRIAL

Bindery Machine Operators and Tenders
 Bindery Machine Setters and Set-Up Operators
 Bindery Workers
 Boilermakers
 Explosives Workers, Ordnance Handling
 Experts, and Blasters
 Fabric and Apparel Patternmakers

Fabric Menders, Except Garment
 Fabric Menders, Except Garment
 Fiber Product Cutting Machine Setters and
 Set-Up Operators
 Food Batchmakers
 Freight, Stock, and Material Movers, Hand
 Furniture Finishers
 Grips and Set-Up Workers, Motion Picture
 Sets, Studios, and Stages
 Industrial Machinery Mechanics
 Job Printers
 Metal Workers and Plastic Workers, All Other
 Meter Readers, Utilities
 Packers and Packagers, Hand
 Painters, Transportation Equipment
 Pump Operators, Except Wellhead Pumps
 Rock Splitters, Quarry
 Sewing Machine Operators
 Sheet Metal Workers
 Structural Iron and Steel Workers
 Textile, Apparel, and Furnishings Workers,
 All Other
 Upholsterers
 Wellhead Pumps

ELEMENTAL WORK: MECHANICAL

Brazers
 Building Cleaning Workers, All Other
 Earth Drillers, Except Oil and Gas
 Electrical Power-Line Installers and Repairers
 First-Line Supervisors/Managers of Mechanics,
 Installers, and Repairers
 Gas Appliance Repairers
 Grounds Maintenance Workers, All Other
 Hazardous Materials Removal Workers
 Helpers, Construction Trades, All Other
 Helpers—Brickmasons, Blockmasons,
 Stonemasons, and Tile and Marble Setters
 Helpers—Installation, Maintenance, and
 Repair Workers
 Helpers—Roofers
 Home Appliance Installers
 Janitors and Cleaners, Except Maids and
 Housekeeping Cleaners
 Laborers and Freight, Stock, and Material
 Movers, Hand
 Log Graders and Scalars
 Logging Workers, All Other
 Maintenance and Repair Workers, General
 Maintenance Workers, Machinery
 Millwrights
 Refuse and Recyclable Material Collectors

Rough Carpenters
 Sawing Machine Setters, Operators, and
 Tenders, Wood
 Segmental Pavers
 Signal and Track Switch Repairers
 Solderers
 Stone Sawyers
 Tank Car, Truck, and Ship Loaders
 Telecommunications Line Installers and
 Repairers
 Tire Repairers and Changers

ENGINEERING TECHNOLOGY

Aerospace Engineering and Operations
 Technicians
 Air Traffic Controllers
 Aircraft Launch and Recovery Specialists
 Architectural and Civil Drafters
 Architectural Drafters
 Audio and Video Equipment Technicians
 Battery Repairers
 Boat Builders and Shipwrights
 Broadcast Technicians
 Camera Operators, Television, Video, and
 Motion Picture
 Central Office and PBX Installers and Repairers
 Civil Drafters
 Civil Engineering Technicians
 Communication Equipment Mechanics,
 Installers, and Repairers
 Computer, Automated Teller, and Office
 Machine Repairers
 Construction and Building Inspectors
 Data Processing Equipment Repairers
 Drafters, All Other
 Electric Motor and Switch Assemblers and
 Repairers
 Electrical and Electronic Engineering
 Technicians
 Electrical and Electronic Inspectors and Testers
 Electrical and Electronics Drafters
 Electrical Drafters
 Electrical Engineering Technicians
 Electrical Engineers
 Electronic Drafters
 Electronics Engineering Technicians
 Electronics Engineers, Except Computer
 Elevator Installers and Repairers
 Engineering Technicians, Except Drafters,
 All Other
 Environmental Engineering Technicians

Food Preparation and Serving Related
Workers, All Other
Geological and Petroleum Technicians
Industrial Engineering Technicians
Industrial Safety and Health Engineers
Machinists
Mapping Technicians
Marine Architects
Marine Engineers
Mathematical Technicians
Mechanical Drafters
Mechanical Engineering Technicians
Media and Communication Equipment
Workers, All Other
Medical Appliance Technicians
Military Officer Special and Tactical Operations
Leaders/Managers, All Other
Nuclear Monitoring Technicians
Nuclear Technicians
Numerical Tool and Process Control
Programmers
Opticians, Dispensing
Percussion Instrument Repairers and Tuners
Precision Dyers
Radar and Sonar Technicians
Radio Mechanics
Radio Operators
Sales Representatives, Instruments
Ship Engineers
Sound Engineering Technicians
Station Installers and Repairers, Telephone
Surveying and Mapping Technicians
Surveying Technicians
Surveyors
Telecommunications Equipment Installers and
Repairers, Except Line Installers
Telecommunications Facility Examiners
Traffic Technicians

EQUIPMENT OPERATION

Agricultural Equipment Operators
Auxiliary Equipment Operators, Power
Boiler Operators and Tenders, Low Pressure
Bridge and Lock Tenders
Buffing and Polishing Set-Up Operators
Calibration and Instrumentation Technicians
Casting Machine Set-Up Operators
Cementing and Gluing Machine Operators and
Tenders
Chemical Equipment Controllers and
Operators
Chemical Equipment Tenders

Chemical Plant and System Operators
Coating, Painting, and Spraying Machine
Operators and Tenders
Coating, Painting, and Spraying Machine
Setters, Operators, and Tenders
Communications Equipment Operators,
All Other
Computer-Controlled Machine Tool Operators,
Metal and Plastic
Construction Drillers
Continuous Mining Machine Operators
Cooling and Freezing Equipment Operators
and Tenders
Crushing, Grinding, and Polishing Machine
Setters, Operators, and Tenders
Cutting and Slicing Machine Operators and
Tenders
Cutting and Slicing Machine Setters,
Operators, and Tenders
Cutting, Punching, and Press Machine Setters,
Operators, and Tenders, Metal and Plastic
Derrick Operators, Oil and Gas
Dragline Operators
Drilling and Boring Machine Tool Setters,
Operators, and Tenders, Metal and Plastic
Electronic Masking System Operators
Embossing Machine Set-Up Operators
Engraver Set-Up Operators
Excavating and Loading Machine and Dragline
Operators
Excavating and Loading Machine Operators
Extruding and Drawing Machine Setters,
Operators, and Tenders, Metal and Plastic
Extruding and Forming Machine Operators
and Tenders, Synthetic or Glass Fibers
Extruding and Forming Machine Setters,
Operators, and Tenders, Synthetic and
Glass Fibers
Food Cooking Machine Operators and Tenders
Forging Machine Setters, Operators, and
Tenders, Metal and Plastic
Furnace, Kiln, Oven, Drier, and Kettle
Operators and Tenders
Gas Compressor Operators
Gas Distribution Plant Operators
Gas Processing Plant Operators
Gaugers
Glass Cutting Machine Setters and Set-Up
Operators
Grader, Bulldozer, and Scraper Operators
Grinding, Honing, Lapping, and Deburring
Machine Set-Up Operators

Grinding, Lapping, Polishing, and Buffing
Machine Tool Setters, Operators, and
Tenders, Metal and Plastic

Heat Treating Equipment Setters, Operators,
and Tenders, Metal and Plastic

Heat Treating, Annealing, and Tempering
Machine Operators and Tenders, Metal and
Plastic

Heaters, Metal and Plastic

Hoist and Winch Operators

Lathe and Turning Machine Tool Setters,
Operators, and Tenders, Metal and Plastic

Laundry and Drycleaning Machine Operators
and Tenders, Except Pressing

Loading Machine Operators, Underground
Mining

Logging Tractor Operators

Metal Molding, Coremaking, and Casting
Machine Operators and Tenders

Metal-Refining Furnace Operators and Tenders

Milling and Planing Machine Setters,
Operators, and Tenders, Metal and Plastic

Mine Cutting and Channeling Machine
Operators

Mining Machine Operators, All Other

Mixing and Blending Machine Setters,
Operators, and Tenders

Model Makers, Metal and Plastic

Molding, Coremaking, and Casting Machine
Setters, Operators, and Tenders, Metal and
Plastic

Multiple Machine Tool Setters, Operators, and
Tenders, Metal and Plastic

Nonelectrolytic Plating and Coating Machine
Operators and Tenders, Metal and Plastic

Nonelectrolytic Plating and Coating Machine
Setters and Set-Up Operators, Metal and
Plastic

Operating Engineers

Operating Engineers and Other Construction
Equipment Operators

Paper Goods Machine Setters, Operators, and
Tenders

Patternmakers, Metal and Plastic

Paving, Surfacing, and Tamping Equipment
Operators

Petroleum Refinery and Control Panel
Operators

Photographic Processing Machine Operators

Pile-Driver Operators

Plating and Coating Machine Setters,
Operators, and Tenders, Metal and Plastic

Power Generating Plant Operators, Except
Auxiliary Equipment Operators

Prepress Technicians and Workers

Press and Press Brake Machine Setters and
Set-Up Operators, Metal and Plastic

Pressers, Hand

Pressing Machine Operators and Tenders-
Textile, Garment, and Related Materials

Printing Machine Operators

Printing Press Machine Operators and Tenders

Punching Machine Setters and Set-Up
Operators, Metal and Plastic

Railroad Brake, Signal, and Switch Operators

Rail-Track Laying and Maintenance Equipment
Operators

Riggers

Rolling Machine Setters, Operators, and
Tenders, Metal and Plastic

Roof Bolters, Mining

Rotary Drill Operators, Oil and Gas

Roustabouts, Oil and Gas

Sailors and Marine Oilers

Sawing Machine Operators and Tenders

Sawing Machine Setters and Set-Up Operators

Sawing Machine Tool Setters and Set-Up
Operators, Metal and Plastic

Screen Printing Machine Setters and Set-Up
Operators

Separating, Filtering, Clarifying, Precipitating,
and Still Machine Setters, Operators, and
Tenders

Service Unit Operators, Oil, Gas, and Mining

Sewing Machine Operators, Garment

Sewing Machine Operators, Non-Garment

Shear and Slitter Machine Setters and Set-Up
Operators, Metal and Plastic

Shoe Machine Operators and Tenders

Shuttle Car Operators

Soldering and Brazing Machine Operators and
Tenders

Stationary Engineers

Textile Bleaching and Dyeing Machine
Operators and Tenders

Textile Cutting Machine Setters, Operators,
and Tenders

Welders and Cutters

Welding Machine Operators and Tenders

Welding, Soldering, and Brazing Machine
Setters, Operators, and Tenders

Well and Core Drill Operators

Woodworking Machine Operators and
Tenders, Except Sawing

Woodworking Machine Setters, Operators, and
Tenders, Except Sawing

LAND AND WATER VEHICLE OPERATION

Able Seamen
Ambulance Drivers and Attendants, Except
Emergency Medical Technicians
Captains, Mates, and Pilots of Water Vessels
Crane and Tower Operators
Dredge Operators
Driver/Sales Workers
First-Line Supervisors/Managers of
Transportation and Material-Moving
Machine and Vehicle Operators
Industrial Truck and Tractor Operators
Locomotive Engineers
Manufactured Building and Mobile Home
Installers
Mates- Ship, Boat, and Barge
Motor Vehicle Operators, All Other
Motorboat Operators
Ordinary Seamen and Marine Oilers
Rail Yard Engineers, Dinkey Operators, and
Hostlers
Tractor-Trailer Truck Drivers
Train Crew Members
Truck Drivers, Heavy
Truck Drivers, Heavy and Tractor-Trailer
Truck Drivers, Light or Delivery Services

MANAGERIAL WORK: MECHANICAL

Air Crew Officers
Aircraft Cargo Handling Supervisors
Aircraft Launch and Recovery Officers
Armored Assault Vehicle Officers
Artillery and Missile Officers
Construction Managers
First-Line Supervisors and Manager/
Supervisors - Agricultural Crop Workers
First-Line Supervisors and Manager/
Supervisors - Fishery Workers
First-Line Supervisors and Manager/
Supervisors - Logging Workers
First-Line Supervisors and Manager/
Supervisors- Construction Trades Workers
First-Line Supervisors and Manager/
Supervisors- Extractive Workers
First-Line Supervisors/Managers of Air Crew
Members
First-Line Supervisors/Managers of All Other
Tactical Operations Specialists
First-Line Supervisors/Managers of
Construction Trades and Extraction Workers

First-Line Supervisors/Managers of Food
Preparation and Serving Workers
First-Line Supervisors/Managers of Helpers,
Laborers, and Material Movers, Hand
First-Line Supervisors/Managers of
Housekeeping and Janitorial Workers
First-Line Supervisors/Managers of Mechanics,
Installers, and Repairers
First-Line Supervisors/Managers of Production
and Operating Workers
First-Line Supervisors/Managers of Weapons
Specialists/Crew Members
Industrial Production Managers
Janitorial Supervisors
Lawn Service Managers
Logging Equipment Operators
Mates- Ship, Boat, and Barge
Railroad Conductors and Yardmasters
Special Forces Officers
Storage and Distribution Managers

MATERIAL CONTROL

Parts Salespersons
Pharmacy Aides
Pharmacy Technicians
Railroad Yard Workers

PASSENGER SERVICES

Bus Drivers, School
Bus Drivers, Transit and Intercity
Subway and Streetcar Operators
Taxi Drivers and Chauffeurs

PRODUCTION TECHNOLOGY

Aircraft Rigging Assemblers
Aircraft Structure Assemblers, Precision
Aircraft Structure, Surfaces, Rigging, and
Systems Assemblers
Aircraft Systems Assemblers, Precision
Camera and Photographic Equipment
Repairers
Camera Operators
Combination Machine Tool Operators and
Tenders, Metal and Plastic
Combination Machine Tool Setters and Set-Up
Operators, Metal and Plastic
Dot Etchers
Electrical and Electronic Equipment
Assemblers
Electrotypers and Stereotypers
Engine and Other Machine Assemblers
Engravers, Hand
Engravers/Carvers

Etchers
 Etchers and Engravers
 Etchers, Hand
 Extruding, Forming, Pressing, and Compacting
 Machine Setters, Operators, and Tenders
 Fiberglass Laminators and Fabricators
 Film Laboratory Technicians
 Fitters, Structural Metal- Precision
 Foundry Mold and Coremakers
 Gem and Diamond Workers
 Glass Blowers, Molders, Benders, and Finishers
 Industrial Engineering Technicians
 Industrial Engineers
 Mail Machine Operators, Preparation and
 Handling
 Materials Engineers
 Medical Equipment Repairers
 Metal Fabricators, Structural Metal Products
 Metal Molding, Coremaking, and Casting
 Machine Setters and Set-Up Operators
 Model and Mold Makers, Jewelry
 Numerical Control Machine Tool Operators
 and Tenders, Metal and Plastic
 Numerical Tool and Process Control
 Programmers
 Optical Instrument Assemblers
 Photoengravers
 Photoengraving and Lithographing Machine
 Operators and Tenders
 Photographic Reproduction Technicians
 Plastic Molding and Casting Machine
 Operators and Tenders
 Plastic Molding and Casting Machine Setters
 and Set-Up Operators
 Platemakers
 Plumbers, Pipefitters, and Steamfitters
 Precision Etchers and Engravers, Hand or
 Machine
 Precision Lens Grinders and Polishers
 Precision Mold and Pattern Casters, except
 Nonferrous Metals
 Precision Pattern and Die Casters, Nonferrous
 Metals
 Scanner Operators
 Strippers
 Structural Metal Fabricators and Fitters
 Timing Device Assemblers, Adjusters, and
 Calibrators
 Typesetting and Composing Machine
 Operators and Tenders
 Welder-Fitters

PRODUCTION WORK

Assemblers and Fabricators, All Other
 Bakers, Manufacturing
 Bench Workers, Jewelry
 Cleaners of Vehicles and Equipment
 Cleaning, Washing, and Metal Pickling
 Equipment Operators and Tenders
 Coating, Painting, and Spraying Machine
 Setters and Set-Up Operators
 Coil Winders, Tapers, and Finishers
 Conveyor Operators and Tenders
 Cutters and Trimmers, Hand
 Design Printing Machine Setters and Set-Up
 Operators
 Dishwashers
 Electromechanical Equipment Assemblers
 Extruding, Forming, Pressing, and Compacting
 Machine Operators and Tenders
 Extruding, Forming, Pressing, and Compacting
 Machine Setters and Set-Up Operators
 Graders and Sorters, Agricultural Products
 Grinding and Polishing Workers, Hand
 Hand Compositors and Typesetters
 Helpers—Production Workers
 Laundry and Dry-Cleaning Workers
 Letterpress Setters and Set-Up Operators
 Machine Feeders and Offbearers
 Marking and Identification Printing Machine
 Setters and Set-Up Operators
 Material Moving Workers, All Other
 Meat, Poultry, and Fish Cutters and Trimmers
 Mechanical Inspectors
 Molding and Casting Workers
 Motion Picture Projectionists
 Office Machine and Cash Register Servicers
 Offset Lithographic Press Setters and Set-Up
 Operators
 Packaging and Filling Machine Operators and
 Tenders
 Painting, Coating, and Decorating Workers
 Pewter Casters and Finishers
 Photographic Hand Developers
 Photographic Process Workers
 Plate Finishers
 Pourers and Casters, Metal
 Pressers, Delicate Fabrics
 Pressers, Textile, Garment, and Related
 Materials
 Production Helpers
 Production Laborers
 Production Workers, All Other

Rail Transportation Workers, All Other
 Semiconductor Processors
 Slaughterers and Meat Packers
 Spotters, Dry Cleaning
 Stevedores, Except Equipment Operators
 Team Assemblers
 Textile Knitting and Weaving Machine Setters,
 Operators, and Tenders
 Textile Winding, Twisting, and Drawing Out
 Machine Setters, Operators, and Tenders
 Tire Builders
 Tool Grinders, Filers, and Sharpeners
 Transportation Workers, All Other

QUALITY CONTROL

Electrical and Electronic Inspectors and Testers
 Environmental Compliance Inspectors
 Fire Inspectors
 Fire Inspectors and Investigators
 Freight Inspectors
 Inspectors, Testers, Sorters, Samplers, and
 Weighers
 Locomotive Firers
 Materials Inspectors
 Mechanical Inspectors
 Medical Equipment Preparers
 Motor Vehicle Inspectors
 Occupational Health and Safety Technicians
 Precision Devices Inspectors and Testers
 Pressure Vessel Inspectors
 Production Inspectors, Testers, Graders,
 Sorters, Samplers, Weighers
 Railroad Inspectors
 Train Crew Members
 Transportation Inspectors

SYSTEMS OPERATION

Airfield Operations Specialists
 Boilermakers
 Chemical Equipment Operators and Tenders
 Gas Compressor and Gas Pumping Station
 Operators
 Gas Plant Operators
 Nuclear Equipment Operation Technicians
 Nuclear Power Reactor Operators
 Pesticide Handlers, Sprayers, and Applicators,
 Vegetation
 Petroleum Pump System Operators
 Petroleum Pump System Operators, Refinery
 Operators, and Gaugers
 Plant and System Operators, All Other
 Power Distributors and Dispatchers
 Power Plant Operators

Railroad Conductors and Yardmasters
 Stationary Engineers and Boiler Operators
 Water and Liquid Waste Treatment Plant and
 System Operators

OUTDOORS/AGRICULTURE

Career Group

ELEMENTAL WORK:

PLANTS AND ANIMALS

Agricultural Workers, All Other
 Fallers
 Farmers and Ranchers
 Farmworkers and Laborers, Crop, Nursery,
 and Greenhouse
 Farmworkers, Farm and Ranch Animals
 Fishers and Related Fishing Workers
 Forest and Conservation Workers
 General Farmworkers
 Graders and Sorters, Agricultural Products
 Hunters and Trappers
 Landscaping and Groundskeeping Workers
 Nursery Workers
 Pest Control Workers
 Pesticide Handlers, Sprayers, and
 Applicators, Vegetation
 Tree Trimmers and Pruners

GENERAL SUPERVISION:

PLANTS AND ANIMALS

Agricultural and Food Science Technicians
 Agricultural Technicians
 Animal Breeders
 Animal Control Workers
 Animal Trainers
 First-Line Supervisors and Manager/
 Supervisors - Animal Care Workers, Except
 Livestock
 First-Line Supervisors and Manager/
 Supervisors - Fishery Workers
 First-Line Supervisors and Manager/
 Supervisors - Horticultural Workers
 First-Line Supervisors/Managers of Farming,
 Fishing, and Forestry Workers
 Log Graders and Scalars

MANAGERIAL WORK:

PLANTS AND ANIMALS

Agricultural Crop Farm Managers
 Agricultural Engineers
 Agricultural Inspectors

Farm Labor Contractors
 Farm Management Advisors (Agricultural Extension Agent)
 Farm, Ranch, and Other Agricultural Managers
 Farmers and Ranchers
 First-Line Supervisors and Manager/
 Supervisors - Agricultural Crop Workers
 First-Line Supervisors and Manager/
 Supervisors - Animal Care Workers, Except Livestock
 First-Line Supervisors and Manager/
 Supervisors - Animal Husbandry Workers
 First-Line Supervisors and Manager/
 Supervisors - Horticultural Workers
 First-Line Supervisors and Manager/
 Supervisors - Landscaping Workers
 First-Line Supervisors and Manager/
 Supervisors - Logging Workers
 First-Line Supervisors/Managers of
 Landscaping, Lawn Service, and Groundskeeping Workers
 Fish and Game Wardens
 Fish Hatchery Managers
 Forest and Conservation Technicians
 Foresters
 Forestry and Conservation Science Teachers, Postsecondary
 Landscape Architects
 Lawn Service Managers
 Nursery and Greenhouse Managers
 Park Naturalists
 Plant Scientists
 Purchasing Agents and Buyers, Farm Products
 Range Managers
 Sales Representatives, Agricultural
 Soil Conservationists

SECURITY AND ENFORCEMENT

Career Group

REGULATIONS ENFORCEMENT

Agricultural Inspectors
 Animal Control Workers
 Aviation Inspectors
 Aviation Inspectors
 Child Support, Missing Persons, and Unemployment Insurance Fraud Investigators
 Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation
 Computer Security Specialists

Construction and Building Inspectors
 Database Administrators
 Environmental Compliance Inspectors
 Equal Opportunity Representatives and Officers
 Financial Examiners
 Fire Inspectors and Investigators
 Fire Investigators
 Freight Inspectors
 Government Property Inspectors and Investigators
 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
 Home Management Advisors (Home Extension Agent)
 Immigration and Customs Inspectors
 Industrial Safety and Health Engineers
 Licensing Examiners and Inspectors
 Marine Cargo Inspectors
 Occupational Health and Safety Specialists
 Precision Devices Inspectors and Testers
 Pressure Vessel Inspectors
 Public Transportation Inspectors
 Railroad Inspectors

SAFETY AND LAW ENFORCEMENT

Administrative Law Judges, Adjudicators, and Hearing Officers
 Air Traffic Controllers
 Bailiffs
 Criminal Investigators and Special Agents
 Criminal Justice and Law Enforcement Teachers, Postsecondary
 Crossing Guards
 Detectives and Criminal Investigators
 Emergency Management Specialists
 Fire Inspectors
 First-Line Supervisors/Managers of Police and Detectives
 Fish and Game Wardens
 Forest Fire Fighting and Prevention Supervisors
 Forest Fire Inspectors and Prevention Specialists
 Immigration and Customs Inspectors
 Marine Cargo Inspectors
 Municipal Fire Fighting and Prevention Supervisors
 Police and Sheriff's Patrol Officers
 Police Detectives
 Police Identification and Records Officers
 Police Patrol Officers

Private Detectives and Investigators
Sheriffs and Deputy Sheriffs
Transit and Railroad Police

SECURITY SERVICES

Bailiffs
Correctional Officers and Jailers
Dispatchers, Except Police, Fire, and Ambulance
Fire Fighters
Fire-Prevention and Protection Engineers
First-Line Supervisors/Managers of Correctional Officers
First-Line Supervisors/Managers of Fire Fighting and Prevention Workers
First-Line Supervisors/Managers, Protective Service Workers, All Other
Forest Fire Fighters
Forest Fire Fighting and Prevention Supervisors
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
Municipal Fire Fighters
Municipal Fire Fighting and Prevention Supervisors
Parking Enforcement Workers
Police Identification and Records Officers
Police, Fire, and Ambulance Dispatchers
Probation Officers and Correctional Treatment Specialists
Product Safety Engineers
Production Inspectors, Testers, Graders, Sorters, Samplers, Weighers
Protective Service Workers, All Other
Security Guards
Transit and Railroad Police

ATHLETICS Career Group

SPORTS

Athletes and Sports Competitors
Athletic Trainers
Coaches and Scouts
Commercial Divers
Entertainers and Performers, Sports and Related Workers, All Other

Fitness Trainers and Aerobics Instructors
Recreation and Fitness Studies Teachers, Postsecondary
Recreation Workers
Recreational Therapists
Umpires, Referees, and Other Sports Officials

ADVENTURE Career Group

Able Seamen
Air Crew Members
Air Crew Officers
Aircraft Launch and Recovery Officers
Aircraft Launch and Recovery Specialists
Airline Pilots, Copilots, and Flight Engineers
Armored Assault Vehicle Crew Members
Armored Assault Vehicle Officers
Artillery and Missile Crew Members
Artillery and Missile Officers
Command and Control Center Officers
Command and Control Center Specialists
Commercial Divers
Commercial Pilots
Criminal Investigators and Special Agents
Fire Fighters
First-Line Supervisors/Managers of Air Crew Members
First-Line Supervisors/Managers of All Other Tactical Operations Specialists
First-Line Supervisors/Managers of Weapons Specialists/Crew Members
Highway Patrol Pilots
Infantry
Infantry Officers
Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members, All Other
Military Officer Special and Tactical Operations Leaders/Managers, All Other
Private Detectives and Investigators
Radar and Sonar Technicians
Special Forces
Travel Guides

Special Note to Students

Don't wait until graduation to embark on the career that fits you!

Increasing numbers of college students are using an internship as a stepping stone to permanent, postcollege employment. In addition, many high school students are enrolled in some type of on-the-job work training program.

In one branch of a state university, 70 percent of the graduates had been employed as interns or in part-time work in occupations which complemented their curriculum.

We recommend that you use your *Career Direct* assessment reports to help you secure part-time or short-term employment in a position directly related to your course of study.

Here is how *Career Direct* gives you the edge in seeking an internship.

1. Points you toward the type of positions that match your unique pattern and talents.
2. Insights and information gained from the reports will build your confidence to communicate your strengths and abilities in an interview.
3. Provides accurate, descriptive information for writing your résumé and preparing for interviews.
4. Equips you with psychometrically validated reports that you can use to confirm your suitability for a particular occupation.
5. Demonstrates your initiative to an employer.

Any student armed with the *Career Direct* reports and using the Career Matching process should have a distinct advantage over other applicants for an education related job.

KEY RESOURCES FOR MORE CAREER INFORMATION

To further explore the job clusters contained in your *Job Sampler*, check the resources listed below. Most of these selections may be found in the reference sections of a university or large public library.

1. *The Career Guide to America's Top Industries: Essential Data on Job Opportunities in 42 Industries*, Washington, D.C: U.S. Department of Labor, Bureau of Labor Statistics, 2002. Also available online at <http://stats.bls.gov/oco/cg/home.htm/>.
2. *Careers Without College* (Series), Second Revised Edition, November 1999, Peggy Schmidt. Princeton, NJ: Petersons.
3. *Guide for Occupational Exploration*, (G.O.E.), Third Edition. J. Michael Farr (Editor), et al., 2001.
4. *Occupational Outlook Handbook (OOH)* 2002/2003 Edition. An excellent resource that gives detailed descriptions of the top 250 occupations that represent 85 percent of all occupations held by Americans. The OOH can be accessed FREE on the U.S. Department of Labor, Bureau of Labor Statistics Internet site at www.bls.gov/oco.
5. *O*NET Online*. Replaces the old Dictionary of Occupational Titles. The most concise, available source of detailed information about specific occupations from the Bureau of Labor Statistics database. The O*NET contains information on 950 occupations, which covers the majority of jobs held by Americans: skills required, knowledge and education needed, job responsibilities, work activities, level of competence, average pay, and much more. The O*NET is available at the following Internet site: www.online.onetcenter.org/.
6. *The Quick Internet Guide to Career and College Information 2001*. Ann Wolfinger. Indianapolis, IN: JIST Works, Inc., 2000.
7. *Using the Internet and the World Wide Web in Your Job Search*, Third Edition. Fred E. Jandt and Mary B. Nemnich. Indianapolis, IN: JIST Works, Inc., 1997.
8. *VGM Career Books*. Lincolnwood, IL: McGraw-Hill, 1995.

DEFINITIONS

GENERAL INTEREST Career Groups

Adventure: People who are attracted to this type of work typically engage in adventurous, daring, or risky activities, such as skydiving, racing in competition, mountain climbing, and flying. Occupations include firefighter, elite military unit, military pilot, stunt artist, bush pilot, professional guide, and explosives expert. Occupations in this group require physical and mental attributes, such as balance, strength, and endurance.

Animal Care: This career group relates to activities involving all kinds of animals and include treating sick or injured animals, caring for them in a kennel or lab, training and understanding animal behavior. Common occupations in this career group are veterinarian, animal trainer, and zoo helper. School subjects include animal behavior and physiology and biopsychology.

Artistic: This group involves expressing ideas through the creation of original art work. Typical activities include drawing, designing objects with graphical art, planning and designing interior environments, sculpting, designing theater sets, jewelry design/repair, and photography. Educational courses in art, drawing, art history, interior design, sculpture, or photography may enhance natural talents. Occupations include artist, photographer, and poet.

Athletics: This career group is characterized by a strong interest in athletic pursuits, either as an occupation or as a leisure activity. Activities include competing while using athletic skills, participating with a team, coaching or instructing athletics, training in physical fitness, or teaching sports activities. Successful people in this career group usually are competitive, possess a natural talent for athletics, display a high level of physical coordination, and are disciplined in their training. School subjects are physical education, exercise physiology, health and nutrition, or other physical/athletic related. Related occupations include professional athlete, athletic coach, personal trainer, umpire/official, or a physical education teacher.

Computational/Financial: This career group focuses on solving complex problems by using mathematical or financial formulas and concepts. Activities include preparing tax returns for clients, analyzing mathematical formulas, or using statistics to predict future outcomes. People who enjoy these career fields are usually detail-oriented, analytical, intelligent, precise, and accurate. Education and training includes accounting, finance, statistics, mathematics, computer science, or economics. Occupations include computer systems analyst, mathematician, accounting, banker, statistician, economist, actuary, or an investments planner.

Consumer Science: Activities for this group are menu planning, catering, decorating, hair styling, and personal care. Typical occupations include home economist, homemaker, chef, dietician, fashion designer, interior decorator, and beautician. Areas of study to prepare for these fields include home economics, food science, restaurant management, interior design, clothing, fashion merchandising, child care, and cosmetology.

Counseling: Work in this group relates to influencing others for the purpose of self-improvement and problem-solving and includes helping people with psychological or interpersonal problems. Typical activities include counseling, testing, listening, and advising others. Occupations include psychologist, school or college counselor, marriage and family therapist, social worker, and career counselor.

Education: People who are interested in this career group enjoy working with people and helping others learn new skills or master new ideas and information. Continuing education, developing lesson plans, and record keeping are also part of the daily workload for those employed in these fields. Occupations include elementary or high school teacher, college professor, adult education teacher, and vocational education teacher.

International: This career group involves a strong desire to travel or work in a foreign country, interact with people from other cultures, and communicate in more than one language. Occupations common to this group are foreign correspondent, translator, international businessperson, diplomat, and foreign language teacher. A strong educational background in foreign studies and languages is recommended.

Law and Politics: Those attracted to this career group have a strong desire to influence the thoughts and opinions of others. They typically like to campaign for political candidates, speak publicly on issues at meetings and press conferences, represent clients in litigation, and hold political office. Many serve in legal professions, such as attorney and judge. Others pursue occupations as elected or appointed officials in government. Attention to detail, a competitive nature, resistance to criticism are important to success in these occupations. Advanced education is also important for many of the positions.

Management/Sales: This career group centers on business-related activities, such as managing, selling, developing marketing strategies, as well as starting and operating a business. Occupations might include marketing representative, manager, insurance agent, stockbroker, business executive, and entrepreneur. Subjects include business administration, management, marketing, human resource management, and finance.

Mechanical: People in this career group enjoy working with their hands, solving mechanical or technical problems, building or constructing objects, or operating machinery. They are usually precise and organized, analytical, mechanically inclined, and like to see tangible results from their efforts. Typical occupations include electrician, industrial maintenance supervisor, auto mechanic, tool/die maker, carpenter, electronics technician, and aviation technician. Related school subjects may include vocational or industrial shop, automotive technology, cabinetmaking, and woodworking, or courses related to specific industries.

Outdoors/Agriculture: This career group involves outdoor activities, such as studying animals, raising livestock, working with plants, studying fossils, or planning landscaping. People in this group are concerned about nature, interested in animals or livestock, enjoy working with their hands, and do not mind unusual work sites. Related school subjects include courses in agriculture, forestry and wildlife services, horticulture, or landscaping. Typical occupations associated with this career field include a landscaper, forest ranger, farmer, animal scientist, ecologist, horticulturist, or an animal trainer/breeder.

Performing/Communication: People in this career group enjoy entertaining through presentations of artistic talent and/or public speaking. Related occupations include professional singers, musicians, and conductors. Actors and actresses, models, comedians, and related entertainment industry occupations also fit this category, as do radio/TV announcers, reporters, hosts, and commentators. Areas of study are music classes (vocal, instrument), public speaking, and theater.

Religious: This career group centers on activities like providing spiritual or religious guidance and listening to others' personal problems. Encouraging participation in religious organizations, talking to others about religious beliefs, and conducting worship services are typical activities. Occupations might include pastor, evangelist, missionary, pastoral counselor, and other religious workers. An educational background in religious and/or counseling studies is usually needed.

Science/Health: Work in this career group centers around helping others, researching problems or dilemmas, diagnosing diseases, or studying microscopic organisms. Related activities include dispensing prescription drugs, providing health care to patients, studying complex information, or providing therapy to injured people. Educational training is usually extensive and may include classes in pharmacy, chemistry, dental hygiene, biology, or other science/medical related subjects. Success in this field includes characteristics like attention to details, compassion for others, a high intellect, and good memorization skills. Typical occupations include dental hygienist, optometrist, physician, pharmacist, chemist, nurse, or physical therapist.

Security/Enforcement: The overriding characteristic of this career field is a strong desire to protect people and property and may involve personal risk. Typical activities are investigating crimes, apprehending criminals, patrolling areas to prevent crimes, conducting surveillance, and responding to alarms. Common occupations include police officer, prison guard, bodyguard, private detective, and probation officer.

Service: This group centers on activities that assist, help, or provide a service to others. People in these occupations usually enjoy interacting with people, answering questions, keeping records, inspecting products, operating office equipment or machinery, or providing assistance to others. This broad career group includes occupations like customer service representative, bank teller, cashier, receptionist, secretary, office clerk, restaurant server, hotel clerk, and factory/assembly worker.

Technological Sciences: Those attracted to this career field have a strong desire to plan, design, and be involved in the construction of buildings, roads, airports, and other structures that require a high level of technology. Engineer and architect are typical occupations. A sound education in engineering, architecture, drafting, or mechanical drawing is necessary for success in these types of careers.

Transportation: This career group is centered on activities and occupations involving transportation and driving vehicles. Activities include driving a tractor-trailer truck, driving a locomotive, chauffeuring a limousine, driving a taxi or bus. Occupations include bus driver, taxicab driver, chauffeur, and truck driver. Training may include commercial driving school, safety school, or the like.

Writing: Work in this group relates to communicating ideas through written materials. Activities include writing news stories and articles, television scripts, and movie reviews, composing copy for advertisements, and speech writing. Occupations include writer, reporter, radio/TV writer, or foreign correspondent. A sound educational background in English composition, literature, creative writing, and grammar is important.

ACTIVITIES

Animal Care: This involves activities related to animal care, including treating sick or injured animals, caring for animals in a kennel or lab, training animals to do tricks, and understanding animal behavior.

Artistic: Items related to artistic activities involve drawing pictures of buildings, people, landscapes; sculpting a work of art; photographing subjects; designing with graphics or art; designing for theatrical productions; creating sound/sight effects; fabricating/repairing jewelry; and the planning/designing of interior environments.

Athletic: These activities are competing while using athletic skills, participating in team sports, training in physical fitness, participating in physically challenging activities, coaching athletics, teaching sports activities in recreational facilities, scouting for a sports team, and officiating at sporting events.

Civil Design: These activities involve major construction design of buildings and roads and plan construction of airports.

Clerical: Activities relating to business/clerical work include typing letters and correspondence, using a computer for word processing, operating various office equipment such as a fax and a copier, entering data on a computer, taking dictation and transcribing notes, creating an organized system for filing, and maintaining files and processing information.

Communication Large Groups: Communication activities include public speaking before large audiences to inform, entertain, or persuade; hosting a TV or radio program; or reporting news stories to a TV or radio audience.

Counseling: Counseling activities are associated with helping others overcome emotional problems, listening to personal problems, counseling and advising someone, providing counseling service in college, giving and interpreting personality tests, and counseling individuals about education and vocation.

Customer Service: These activities include greeting visitors to an office or business, giving information to callers over the phone, assisting customers in a store, scheduling appointments for others, registering hotel guests, and operating a cash register.

Hotel/Restaurant Service: Activities involve cleaning hotel rooms, assisting hotel guests with luggage, cleaning and polishing shoes for customers, serving food in cafeterias, and waiting on tables in restaurants.

Educational: Educational activities include teaching subjects to students in schools, including colleges and universities, directing activities in a class, preparing educational material for others, developing academic policies for a college, administering tests to evaluate progress, and assisting a teacher in a classroom.

Electronics/Machines: Characteristics of these activities are using, maintaining, and repairing tools, machines, engines, and appliances of various types.

Entertainment: These activities involve entertaining an audience by acting in a play, performing a dance, presenting an artistic performance, and choreographing dances for performance.

Factory: These activities involve tasks of various kinds that occur in factories and businesses, such as handling packages on a line, operating machinery that fills containers, controlling automated conveyors, and assembling electronic components and auto components.

Farming: The activities related to farming or ranching primarily involve raising livestock such as beef cattle, breeding or raising poultry to produce eggs, catching or raising fish commercially, developing methods for growing crops, irrigating plants and harvesting crops, and working outdoors.

Financial: Financial activities involve keeping financial records for a business, directing the financial affairs of an organization, tracking investments, preparing tax returns for individuals or organizations, reading legal documents, counseling on financial matters, and using statistics to solve problems.

Food: Activities related to food involve planning menus/cooking meals commercially, catering food for special occasions, preparing sandwiches for customers, preparing diets for patients, managing a restaurant, creating new dishes/recipes, and planning and preparing meals for a household.

Hand Construction: These activities have a common theme, i.e., working with one's hands in construction, skilled crafts, commercial painting, bricklaying, and so forth.

Health Service/Support: Characteristics of these activities are examining eyes and prescribing corrective lens, designing and fitting eyeglasses, giving hearing and vision tests, dispensing prescription drugs, operating equipment in a hospital or office, and examining teeth and treating dental problems.

International: Foreign activities are associated with working for a company in a foreign country, traveling to various countries, interacting with people from other cultures, communicating in more than one language, and studying foreign affairs.

Landscaping: Landscaping activities involve planning landscaping for a business, planning and trimming trees and shrubs, cultivating lawns and planting flowers, and maintaining the appearance of a park.

Management: Management activities include overseeing the administration of an office, managing and organizing office operations, supervising the work of others, managing a bank branch or office, starting and operating your own business, and serving as president of a company.

Math: Activities associated with math include working with math formulas, solving math puzzles, and calculating and working with numbers.

Musical: Various musical activities include playing a musical instrument for others, composing music, singing solo or with a group for an audience, conducting/directing a vocal music group or symphony orchestra.

Political Communication: This type of communication involves campaigning for political candidates or causes, gathering information for a political party, persuading others to adopt your politics, handling press conferences, or holding a public office.

Provide Medical Care: These medical activities include providing nursing care to patients, preparing patients for surgery, providing therapy for mental illness, planning/providing physical therapy, delivering/caring for babies and moms, performing first aid, and transporting patients to and from the hospital.

Religious: Religious activities include providing spiritual guidance to churches, encouraging participation in church, talking to others about religious beliefs, working as a missionary, conducting religious worship services, and reading the Bible and other religious books.

Research Nature: The activities involved in nature research include reading about nature, studying fossils of plants and animals, observing animals in their natural habitat, and protecting the wilderness.

Research Medical: These activities primarily include conducting researches to find cures for diseases, diagnosing diseases, studying chemical processes of living organisms, and performing surgery to repair injuries.

Risky Activities: Risk and daring characterize these activities that include driving car/motorcycle in competitions, flying combat missions to protect a country, putting out forest fires from an airplane, and controlling and extinguishing fires.

Sales Communication: This type of communication activity means selling products or services; convincing people to buy things; raising money for charities; recruiting members for a club or organization; developing strategies to market products, services, or organizations.

Science Research: The activities related to this concern reading about scientific discoveries and gathering information for research projects, interpreting results of a research project, investigating different solutions to problems, watching TV shows on scientific issues, using information to predict weather, and controlling chemical processes in a factory.

Security: Items associated with security activities include performing arrests or assisting with criminals, carrying out investigations to solve crimes, patrolling areas to prevent crimes, protecting people and property, conducting surveillance, conducting criminal/civil lawsuits, guarding inmates in prison, responding to fire alarms.

Self-employment: Self-employment activities include entrepreneurship, starting a business, and owning one's own business.

Styling: Styling activities are associated with the cleaning, shaping, and polishing of nails, and shampooing and styling hair.

Transportation: This group of activities involves primarily operating various commercial vehicles, such as driving a truck to transport products, driving a train to transport people/freight, chauffeuring a limousine, driving a taxi, or driving a bus to transport people.

Writing Communication: Writing activities can include news stories for broadcast, articles for newspapers and magazines, composing ads, writing TV scripts and movie reviews, or drafting speeches.

OCCUPATIONS

Adventure: Military officer, astronaut, enlisted, pilot, firefighter.

Animal Care: Zookeeper, animal trainer, veterinarian.

Artist: Poet, artist, photographer.

Athletes: Professional athlete, athletic coach, umpire/referee.

Business Leaders: Business owner, president of company, chief executive officer, entrepreneur.

Counselors: Counselor, social worker, psychologist.

Customer Service: Bank teller, office clerk, secretary, cashier, receptionist, phone operator.

Drivers: Driver, chauffeur, bus driver, truck driver.

Educators: Teacher, school principal, professor.

Fashion: Makeup artist, fashion design, hair stylist, interior decorator, tailor, jeweler, florist.

Financial/Mathematics: Accountant, mathematician, statistician, banker, computer programmer, economist.

Home Economics: Home economist, homemaker, housekeeper, day care worker, dietician, chef.

Languages: Foreign language teacher, translator.

Law/Politics: Lawyer, lobbyist, judge, politician, diplomat.

Medical: Dentist, dental hygienist, optometrist, nurse, physician assistant, nurse's aide, physician, pharmacist, X-ray technician.

Performers: Professional singer, actor/actress, comedian, circus performer, model, dancer, musician.

Professional Outdoors: Rancher, farmer, landscaper, forest ranger, tree surgeon, fisherman.

Reporter/Writer: Radio/TV announcer, foreign correspondent, writer.

Sales/Management: Marketing representative, salesperson, manager-retail, manager (hotel/restaurant/large co.), realtor, insurance agent, stockbroker, production supervisor.

Science: Scientist, chemist, researcher, biologist, physicist, laboratory technician.

Security: Police officer, prison guard, body guard, private investigator, probation officer.

Skilled Technical: Engineer, electrician, carpenter, mechanic, architect, construction, plumber, welder, railroad engineer.

SUBJECTS

Agriculture: Horticulture, farming methods, forestry, agriculture.

Art: Art, drawing, art history, art appreciation, interior decorating, graphic design, sculpture, photography.

Business and Management: Business administration, management, labor relations, human resources, marketing.

Clerical: Typing, data processing, word processing, shorthand, office practices.

Education: Early childhood, special, secondary, education.

English: English composition, literature, journalism, creative writing, grammar.

Finance: Accounting, economics, investing, finance.

Foreign Language: Spanish, French, German, Russian, Japanese, Italian, Greek, Chinese.

Home Economics/Domestics: Home economics, gourmet foods, cooking, clothing, food science, crafting, child care, cosmetology.

Mathematics: Algebra, math, computer science, computer programming, geometry, calculus, trigonometry.

Music: Band, music appreciation, music theory, chorale, choir, vocal performance, instrument performance, orchestra.

Physical Education/Training: Dance, tennis, gymnastics, health, football, baseball, volleyball, weight training.

Public Performing: Theater, public speaking, debate.

Religion: Theology, religion, Bible apologetics.

Science: Biology, physics, chemistry, earth science, geology, botany, ecology, anatomy, physiology, animal science.

Social Studies: History, government, sociology, psychology, anthropology, political science, social work, law.

Technological Studies: Engineering, drafting, mechanical drawing, architecture.

Vocational Shop: Electronics, automotive shop, metal works, machine shop, woodworking, electricity, printing

SKILLS

Analytic: People who score high in this category respond well to intellectual challenges and are comfortable with work activities, such as researching, analyzing facts and figures, and solving abstract problems. They enjoy working with ideas and using critical thinking skills to analyze problems and evaluate solutions. They often generate new ideas or approaches to problems. These skills are useful in science, business, and research, as well as many other occupational fields.

Artistic: Persons in the artistic category are skilled in expressing ideas through the creation of original art work. Abilities include being perceptive, creative, interpretive, expressive, and having the ability to visualize what a completed project or task will look like prior to beginning work. In addition, fine motor eye-hand coordination and dexterity, plus extensive training and practice are required to sufficiently refine one's skills.

Athletic: People high in this skill group have a high level of physical coordination, athletic skills, hand-eye coordination, and a deep desire to compete. They also pursue discipline, training, healthy dietary habits, rigorous exercise, and adherence to athletic ideals. Training in the medical sciences is needed to acquire further knowledge of the human body, muscle groups, and rehabilitation procedures.

Clerical: Skill strengths include accurate record keeping, filing, typing, word processing, copying, knowledge of office procedures, accuracy with basic math, clear communications, knowledge of telephone systems, and proficiency in the use of office machines. Work involving these skill areas also requires attention to detail, neatness, speed, and organizational abilities.

Cross-Cultural: Communicating with people of differing cultures and languages, and perceiving and understanding the customs of international cultures characterizes the skills of the cross-cultural category. In addition, they have a knack for perceiving, understanding, and adapting to the customs of international cultures. Interests typically include some dimension of translating languages, either in a business, government, or humanitarian-type effort.

Interpersonal: If you scored high in this category, people skills are a natural strength. You probably will do well in careers in which you are required to interact with people on a regular basis. Your ability to communicate effectively and your strong interest in people will naturally generate opportunities for you to counsel, teach, or explain as part of your work. To maximize the use of these skills, be sure your work includes extensive involvement with people, as well as opportunities to communicate with others as an element of your regular duties.

Managing: This skill area focuses on an ability to excel at coordinating the activities of others. A high score usually indicates an ability to persuade and motivate others. People readily respond to your convincing leadership. You likely are adept at delegating work and making decisions. To maximize the use of these skills, you should consider occupations that include management, promoting, delegating, and leading others.

Marketing: Marketing skills involve the ability to identify the needs of customers and to persuade them to use products or services to meet that need. Successful sales and marketing skills usually have a high correlation with superior communication and interpersonal skills. To be successful in marketing or sales, a balance is needed between a strong goal orientation with genuine concern for the customer. Self-confidence must be strong enough to withstand rejection by some customers. Entrepreneurial abilities, including one's own business are closely related.

Math: People who score high in this category are comfortable working with numbers and data. They are precise in calculations and thrive on opportunities to work with information that can be measured, validated, or explained by numerical data. Mathematical skills can be utilized in many different fields, including accounting, engineering, economics, and computer science.

Mechanical: People skilled in mechanics have a knack for building and repairing things and are able to quickly grasp how and why things work like they do and quickly apply mechanical applications to daily life. Skills include a natural ability to solve problems, learn to operate machinery, and work with hand tools, and a possible talent for inventing that has not been developed fully.

Musical: People who score high in the musical category typically have an innate ability to express rhythm, play musical instruments, interpret and express emotions or ideas vocally, understand musical symbols and theory, and differentiate qualities and pitches of tones. In addition, they usually have developed strong self-disciplines that enable them to faithfully commit to long hours of practice.

Organizing: Individuals scoring high in the organizing section typically excel at assembling, storing, and retrieving information, data, and items in a systematic fashion. They naturally perceive how information, details, and things are kept accurate and in good order to maximize efficiency. Skills include being methodical, neat, and systematic in approaching a task.

Working with Others: Socializing with people comes naturally to you since you love to work with others. You enjoy working with the public and will probably do well in careers in which you can capitalize on your natural ease in meeting people and making them feel welcome.

Writing: People who score high on writing skills typically are able to clearly communicate their thoughts and ideas through writing. Writing also requires the ability to synthesize information and present key points logically and concisely in reports, letters, or summaries. Individuals high in this skill area enjoy putting their thoughts down on paper and may enjoy creating original stories, novels, or poems.

WORK ENVIRONMENT VALUES

Adventure/Risks: You like to be where the action is even when it is somewhat risky. Experiencing adventure and working with the unknown and unexpected will keep you motivated in your work.

Challenge: You need the opportunity to solve tough problems and work "make or break" issues. Look for difficult assignments and obstacles to overcome. Controversy is not a problem because you will enjoy restoring order where there is chaos.

Clean Environment: In your work, look for occupations that would not require you to get dirty or be exposed to strong odors. You enjoy a clean, orderly, and sanitary work environment. Your ideal work situation would be one in which the environment and job duties allow you to stay neat and clean all day.

Equality: You enjoy working in a career in which people are treated fairly without regard to race, gender, creed, religion, or national origin. Look for career opportunities in which workers are equally paid at the same competency level and in which all work opportunities are available without prejudice.

Flexible Hours: Being able to set your work schedule around other activities is highly regarded by you. Look for career opportunities in which you have some control over the hours of your work, allowing you to have a flexible schedule.

Harmony: You enjoy a harmonious, agreeable work environment. Look for occupations in which you can work with little confrontation, in harmony with your co-workers and boss, and with a considerate team of individuals into which you fit.

Independence: You will want to make decisions for yourself so look for considerable job autonomy. It is important that you be able to do things the way you want to do them. Everyone has to have guidelines, but it is important that you are able to experiment with your own ideas and work without someone looking over your shoulder.

Outdoors: You enjoy working outdoors rather than staying inside during your work day. Look for opportunities to work in contact with nature and fresh air, even if it means working in the heat, cold, and severe weather.

Stability: You enjoy working in an environment of consistency, an established routine, and no surprises. You value regular hours, steady salary, and a schedule that does not change.

Travel: Look for occupations in which you are able to travel and see different parts of the world. You enjoy meeting new people, taking frequent trips, and having responsibilities away from the office.

Variety: Look for occupations that will involve you in a variety of tasks. Frequent changes in activity will help keep you from getting bored at work. In general, you probably will be more motivated if you can work with different problems and different people on a daily basis.

Well Organized: You value a highly structured and organized work environment. Seek careers in which the work environment promotes order, neatness, and systematic processes.

WORK OUTCOMES VALUES

Career Progression: You are interested in occupations that offer a well-defined progression of career positions. You enjoy moving up in the organization so you can increase your responsibility and authority at work. Look for job settings that offer a chance to grow and develop in your field.

Continuing Education: You enjoy growing and developing as a professional in your career field. Having the opportunity to take development courses, workshops, or formal education is important to you. Look for job opportunities that promote personal growth through continued education.

Help Others: Contributing to the welfare and growth of others is important to you and should be an integral part of your work. This could be carried out through training, teaching, counseling, encouraging, and the provision of financial resources. Your occupational choice should afford the opportunity to express your concern for others.

High Income: You value being highly rewarded financially for your efforts at work. You believe a high income level is a factor needed to feel successful in your work.

Intellectual Stimulation: You enjoy thinking through complex issues and applying reasoning skills to solve problems. The opportunity to acquire new information and think at an intellectual level should be an important consideration in career choices.

Leadership: You will feel comfortable in positions of responsibility for people and resources. You are comfortable taking charge, telling others what to do, and making decisions for the group. Your work should include the opportunity to lead a team toward a common goal.

Recognition: You are willing to work hard in order to be known as someone who has made his or her mark. Recognition of accomplishments will be a big motivator for you so analyze potential occupational choices carefully to be sure that a clearly defined rewards system is present.

Security: You would like to know that you have a job that will be around for a long period of time. Some career opportunities still have a measure of security; however, keep in mind that they are on the decline. Job security is now much more dependent on your ability to continually develop your skills to meet the changing workplace.

LIFE VALUES

Achievement: You set lofty goals and strive for excellence in all you do. Achieving your full potential is extremely important to you. Look for opportunities in which you are able to set high goals and see the results from your efforts.

Aesthetics: Artistic expression and creativeness are high priorities in your life. You enjoy being involved in activities that make life more beautiful, where you can use your emotional sensitivity, and where you can freely express your creative views and talents.

Family: Your family has a high value for you and you want to be able to take care for them whenever they need you. You consider it important to be available and involved in their activities. Having a lot of quality time with your family is important to you and should be an consideration to the occupational choices you make.

Friends: Making and keeping friendships is an important part of your life. You enjoy spending time with close friends, helping them when they need you, and building and developing new friendships. You value a lifestyle that allows time to "get away" from responsibilities and enjoy time with close friends and acquaintances.

Help Others: As a part of fulfilling your life purpose, you believe it is important to help others. You should make sure that your work contributes positively to the well being of others.

Integrity: Honesty in every area of life is a key value for you. You make every effort to keep your commitments and live by the highest standard of fairness and truth. To be sure you will not be asked to compromise your integrity, carefully evaluate the work environment and the leadership, as well as products and services of any organization you are considering for employment.

Leisure: Having time for entertainment and recreation are important values in your life. You enjoy a career setting where you have time away from work to pursue other interests or hobbies. Look for career opportunities that allow you time to enjoy other pursuits and give you adequate time to relax and enjoy life.

Make Money: You believe accumulating wealth is an essential part of your happiness. You probably value a lifestyle in which you are able to have frequent vacations, live in a nice home, and drive nice automobiles; or perhaps you want to be a very generous provider to others and to the charitable causes you support.

Serve God: You have indicated that your life mission involves serving God in everything you do. It will be very important for you to see how your work is contributing to that goal. Remember that all occupations offer the opportunity to serve Him. Kindness and a commitment to excellence can be an attractive light for others in the workplace.